



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 2023-2024

Administration of the Student Questionnaire – IPS

P3 – English section

Please do not make **any copies** of this manual and return **the entire material** to the University – this manual is only to be used within the framework of the *Épreuves Standardisées*.

Dear teachers,

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

Please read this manual carefully before applying the student questionnaire in your class. On the right-hand side (of this teacher's guide to the questionnaire) you will find the same information as the students find in their questionnaire. On the left-hand side you will find detailed instructions for the questionnaire administration, standardised translations of the questions (in German and French) and interesting additional information. The student questionnaires do not, of course, contain these instructions, translations and additional information.

Please administer the questionnaire exactly as indicated in order to ensure the best possible standardization. Should you have any questions regarding the administration of the questionnaire which remain unanswered by this document, you can contact us at this telephone number ☎ **46 66 44 9777** or via the e-mail address ✉ info@epstan.lu.

Many thanks again for your commitment!

With best regards

The ÉpStan team, University of Luxembourg

General instructions for Student Questionnaire Assessment

The questionnaire can be answered on any day between the **07th November and 28th November, 2023**. In our experience, the assessment takes about 50 minutes. You can also do the questionnaire with your students directly after completing a test booklet. In this case, please allow your students a short break of 5 to 10 minutes before you start with the questionnaire. It is also possible to split the assessment of the student questionnaire into two days. In this case, we recommend to complete the questionnaire up to and including the sixth page („*In which grades did you attend Luxembourgish schools?*“) on the first day and then to continue the next day with the rest of the questions.

For the assessment you need:

- The final **class list** that you have received from the ÉpStan Coordinator of your school.
- The **teacher version of the questionnaire** (this manual); it contains some additional notes as well as translations of all questions into French and German.
- The **student questionnaires**.

Please proceed as follows:

1. Advise the students not to start until they are asked to.
2. Distribute the student questionnaires: Please make sure that each student receives the student questionnaire that is designated for them in the class list. **It is essential that the four-digit code on the Student Questionnaire matches the code on the corresponding line in the Class List!**
3. Make sure that each student has a pencil or (preferably) a dark ballpoint pen.
4. Please read all instructions and questions in **English** following the teacher's version and clarify any difficulties of understanding. If you want to give a French or German translation of the questions, please use the translation provided in this teacher's version.
5. When all students have finished, please collect the questionnaires. Unlike the test booklets, the questionnaires do not need to be scored or coded by you.

Step-by-step guide

Guidelines for the administration of the student questionnaire

Please read the introductory text out loud in English.

Standardized translations

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.
Tu trouveras des réponses pour chaque question. Pour répondre à la question, il 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; elles s'intéressent plutôt à ton opinion.
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!

Liebe Schülerin, lieber Schüler,
vielen Dank, dass du an dieser Befragung 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!

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ATTENTION: Please make sure to use the same number for each student (as found on the student list) across all booklets.

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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!



SF G3 - 1



Guidelines for the administration of the student questionnaire

Please explain to the students that the purpose of this page is to give them an example of how to answer questions on the following pages.

Please read the sample question and the answer options (including numbering for better orientation) out loud in English. Explicitly formulate (together with the class) the meaning of the different answer options (analogous to the framed text). Read the sample question and the answer options (including numbering) out loud once more and ask the students to tick the answer that suits them best. Explicitly point out to the students that they should only tick one box when asked this type of questions. If the students nevertheless have made more than one cross by mistake, it is essential that they clearly mark their final answer by circling it. If they have difficulties understanding the answer, you may use the standardized translations below.

Standardized translations

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. »

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.“

Additional information

Example – is not evaluated

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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:

SF G3 -2

Guidelines for the administration of the student questionnaire

Please read the question and the answer options (including numbering for better orientation) out loud in English. Read the question and the answer options (including numbering) out loud once more and ask the students to tick the appropriate answer. Explicitly point out to the students that they should only put a single cross. If they have difficulties understanding the answer, you may use the standardized translations below.

For further information:

If at the time of testing a student cannot use the dominant hand for writing due to an injury, then ask the student to mark the dominant hand anyway. 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, they should still mark the right hand in the questionnaire.

Standardized translations

Es-tu un garçon ou une fille ?

Bist du ein Junge oder ein Mädchen?

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

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

Additional information

The students can also leave this question unanswered, i.e. skip the question about gender, if they do not identify themselves as a boy or a girl.

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Are you a boy or a girl?

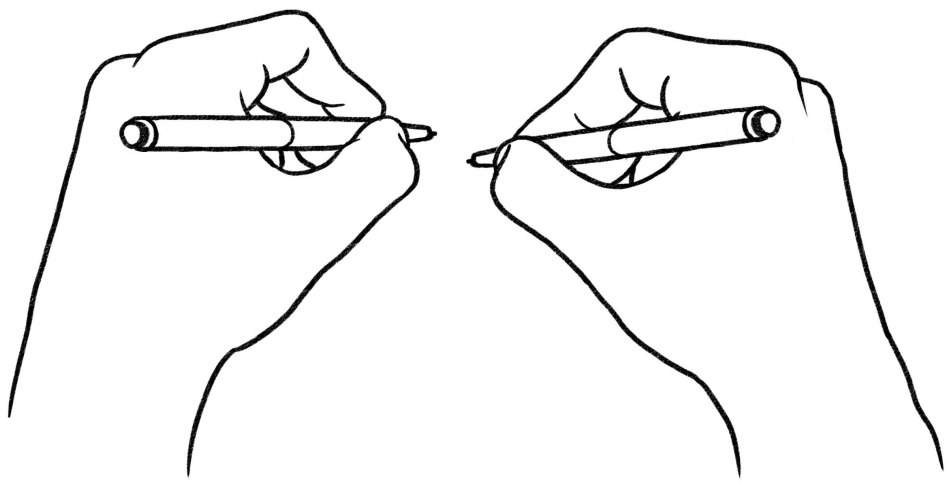
1. Boy



2. Girl



Which hand do you usually write with?



Left hand

Right hand

I use both hands

SF G3 -3

Guidelines for the administration of the student questionnaire

The administration is done as described under *Guidelines for the administration of the student questionnaire* on page 8.

If a student chooses the answer option „Other language“, please help them, if necessary, to fill in the language usually spoken with the mother on the foreseen line.

For further information:

1. If students neither have a father nor a mother, they should refer in this question to those people who are like a mother and a father to them (e.g., guardian, step-parents or foster parents), if such a person exists.
2. If students live in more than one family, they should refer in this question to those people (parents, foster parents, guardians,...) with whom they spend most of their time.

Standardized translations

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

Welche Sprache sprichst du am häufigsten mit deiner Mutter?

Additional information

The selection of response options is in no way to be understood as a political and/or priority statement. In order to keep the questionnaire concise, the selection has been limited to the languages (or language families) which are most common in the school population of Luxembourg. The South Slavic languages were grouped together because each of them individually only represents a very small part of the school population, but when grouped together as a language family, they allow for statistically significant statements to be made.

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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.

SF G3 -4

Guidelines for the administration of the student questionnaire

The administration is done as described under *Guidelines for the administration of the student questionnaire* on page 8.

If a student chooses the answer option „Other language“, please help them, if necessary, to fill in the language usually spoken with the father on the foreseen line.

For further information:

1. If students neither have a father nor a mother, they should refer in this question to those people who are like a mother and a father to them (e.g., guardian, step-parents or foster parents), if such a person exists.
2. If students live in more than one family, they should refer in this question to those people (parents, foster parents, guardians,...) with whom they spend most of their time.

Standardized translations

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

Welche Sprache sprichst du am häufigsten mit deinem Vater?

Additional information

The selection of response options is in no way to be understood as a political and/or priority statement. In order to keep the questionnaire concise, the selection has been limited to the languages (or language families) which are most common in the school population of Luxembourg. The South Slavic languages were grouped together because each of them individually only represents a very small part of the school population, but when grouped together as a language family, they allow for statistically significant statements to be made.

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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.

SF G3 -5

Guidelines for the administration of the student questionnaire

The administration is done as described under *Guidelines for the administration of the student questionnaire* on page 8.

For further information:

The term „Luxembourgish school“ refers to all public schools and all state-subsidised private schools that follow the Luxembourgish curriculum of the Ministry of Education. International public schools that follow an international curriculum (e.g., the European curriculum) are not to be understood as Luxembourgish schools. If a student has not been to *Précoce* neither in Luxembourg nor abroad, then they should simply leave this line blank.

Standardized translations

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

In welchen Jahrgangsstufen hast du luxemburgische Schulen besucht?

Additional information

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Which school years did you attend in a Luxembourgish school?



	Luxembourgish school	No Luxembourgish school
Cycle 1		
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"/>
Cycle 2		
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"/>

Attention! Put only one cross in each row.

Guidelines for the administration of the student questionnaire

Please explain to the students that the purpose of this page is to give them an example of how to answer questions on the following pages. Explicitly point out that there are no right or wrong answers. Every student should answer this question honestly according to their own feelings and thoughts.

Please read the sample statement in English out loud. Explicitly formulate (together with the class) the meaning of the different shaking heads (analogous to the framed text). Acting out the shaking and nodding of the head can contribute to a better understanding. Read the example statement out loud once more and ask the students to tick the answer that suits them best. Explicitly point out to the students that they should only tick one box per line/statement for questions of this type. However, if students have made more than one cross by mistake, it is essential that they clearly mark their final answer by circling it. If they have difficulties understanding the answer, you may use the standardized translations below.

After the above explanation, please read each statement out loud (including numbering for a better orientation). In statement 1, explain that this student's answer means „YES! I like ice cream!“. Also explain that the answer is correct because the line contains only one cross. In statement 2, explain that this student's answer also means „YES! I like ice cream!“. Further explain that the correct answer was also given here; although the line contains more than one cross (because the student made a mistake when ticking), the final cross was clearly highlighted by circling it. Finally, in statement 3, explain that this student's response does not contain a unique and clear answer. Further explain that the answer cannot be understood because the line contains more than one cross and no cross was highlighted by circling it. Finally, make sure that all students have understood that under no circumstances, they should answer as shown in statement 3.

Standardized translations

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 ! »

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!“

Additional information

Example – is not evaluated

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Example: **Ice cream**



I like ice cream.

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



1. I like ice cream.

2. I like ice cream. ✓

3. I like ice cream. ✗

SF G3 - 7

Guidelines for the administration of the student questionnaire

Please explain to the students that this page is about assessing statements regarding **mathematics**. Explicitly point out that there are no right or wrong answers. Every student should answer this question honestly according to their own feelings and thoughts.

Please read each statement (including numbering for better orientation) in English out loud. Read each statement (including numbering) out loud once more and ask the students to tick the answer that suits them best. Explicitly point out to the students that they should only put a single cross per line/statement. If they have difficulties understanding the text, you may use the standardized translations below and/or explicitly state the meaning of each „shaking head“ in the context of this statement (as in the ice cream example). Under no circumstances should you answer for the students.

Standardized translations

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

Additional information

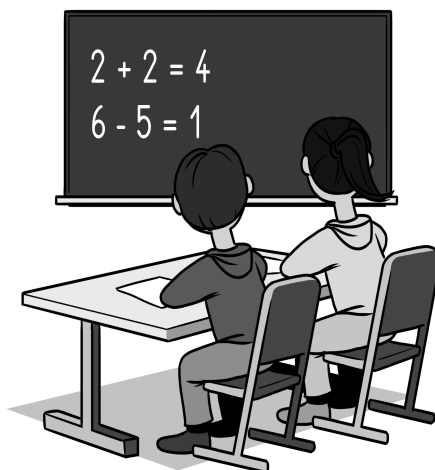
Statements 1 and 5 target the self-concept in mathematics. Statements 2 and 3 target interest in mathematics as a subject. Statement 4 targets anxiety related to mathematics.

All statements/scales come from (or are variations of) internationally validated instruments. Student responses are not reported at the individual level; they are only used in aggregated form.

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Maths



- | | | | | |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. I am good at maths. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I am interested in maths. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I enjoy maths. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I am afraid of maths. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. I learn things quickly in maths. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



Guidelines for the administration of the student questionnaire

Please explain to the students that this page is about assessing statements regarding **English as a subject**. Explicitly point out that there are no right or wrong answers. Every student should answer this question honestly according to their own feelings and thoughts.

The administration is done as described under *Guidelines for the administration of the student questionnaire* on page 18.

Standardized translations

1. Je suis bon(ne) en anglais.	1. Ich bin gut im Fach Englisch.
2. Je m'intéresse à l'anglais.	2. Ich interessiere mich für das Fach Englisch.
3. L'anglais me plaît.	3. Das Fach Englisch macht mir Spaß.
4. J'ai peur de l'anglais.	4. Ich habe Angst vor dem Fach Englisch.
5. En anglais, j'apprends vite.	5. Im Fach Englisch lerne ich schnell.
6. J'aime lire en anglais.	6. Ich lese gerne auf Englisch.

Additional information

Statements 1 and 5 cover the self-concept regarding English as a subject. Statements 2 and 3 target interest in English as a subject. Statement 4 targets anxiety related to English as a subject. Statement 6 targets interest in reading in English.

All statements/scales come from (or are variations of) internationally validated instruments. Student responses are not reported at the individual level; they are only used in aggregated form.

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English



- | | | | | |
|---------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. I am good at English. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I am interested in English. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I enjoy English. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I am afraid of English. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. I learn things quickly in English. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. I like to read in English. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



Guidelines for the administration of the student questionnaire

Please explain to the students that the purpose of this page is to assess statements on **all school subjects in general**. Explicitly point out that there are no right or wrong answers. Every student should answer this question honestly according to their own feelings and thoughts.

The administration is done as described under *Guidelines for the administration of the student questionnaire* on page 18.

Standardized translations

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

Additional information

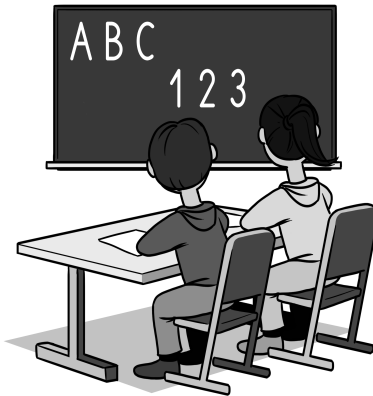
Statements 1, 5, 6, 7 and 8 cover the general academic self-concept. Statements 2 and 3 cover general interest in school. Statement 4 covers general anxiety related to school. Statements 6, 7, and 8 are taken from the Perceptions of Inclusion Questionnaire (Venetz, M., Zurbriggen, C. L. A., Eckhart, M., Schwab, S. & Hessels, M. G. P. (2015). *The Perceptions of Inclusion Questionnaire (PIQ). Deutsche Version*. Available at www.piqinfo.ch).

All statements/scales come from (or are variations of) internationally validated instruments. Student responses are not reported at the individual level; they are only used in aggregated form.

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All school subjects



1. I am good at most school subjects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I am interested in most school subjects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I enjoy most school subjects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I am afraid of most school subjects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I learn quickly in most school subjects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I can solve very difficult tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I am a good student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. At school, I find a lot of things too difficult for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Guidelines for the administration of the student questionnaire

Please explain to the students that this page is about assessing statements regarding their **school and class**. Explicitly point out that there are no right or wrong answers. Every student should answer this question honestly according to their own feelings and thoughts.

The administration is done as described under *Guidelines for the administration of the student questionnaire* on page 18.

Standardized translations

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

Additional information

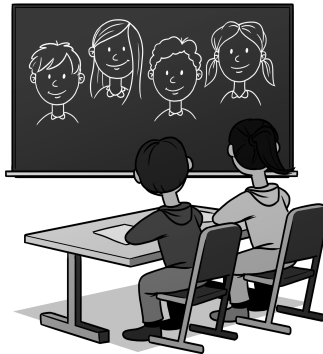
Statements 1, 2 and 3 refer to school attitudes and school satisfaction. Statements 4, 5 and 8 target classroom climate. Statement 6 targets the teacher-student relationship in the class. Statement 7 records the potential for disruption in the class.

All statements/scales come from (or are variations of) internationally validated instruments. Student responses are not reported at the individual level; they are only used in aggregated form.

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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.



Guidelines for the administration of the student questionnaire

Please explain to the students that this page is about assessing statements regarding their **school and class**. Explicitly point out that there are no right or wrong answers. Every student should answer this question honestly according to their own feelings and thoughts.

The administration is done as described under *Guidelines for the administration of the student questionnaire* on page 18.

Standardized translations

1. J'ai beaucoup d'ami(e)s dans ma classe.	1. Ich habe sehr viele Freundinnen oder Freunde in meiner Klasse.
2. Je n'ai pas envie d'aller à l'école.	2. Ich habe keine Lust, in die Schule zu gehen.
3. Je m'entends très bien avec les autres élèves de ma classe.	3. Ich komme mit meinen Mitschülerinnen und Mitschülern sehr gut aus.
4. L'école me plaît.	4. Mir gefällt es in der Schule.
5. Je me sens seul(e) dans ma classe.	5. In meiner Klasse fühle ich mich alleine.
6. J'ai de très bonnes relations avec les autres élèves.	6. Mit meinen Mitschülerinnen und Mitschülern vertrage ich mich sehr gut.

Additional information

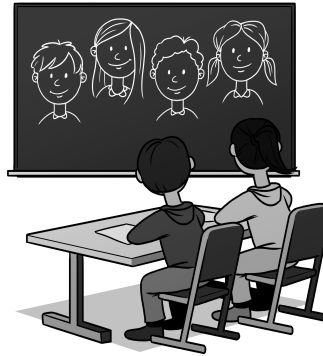
Statements 1, 3, 5 and 6 target classroom climate. Statements 2 and 4 refer to school attitudes and school satisfaction. All statements are taken from the Perceptions of Inclusion Questionnaire (Venetz, M., Zurbriggen, C. L. A., Eckhart, M., Schwab, S. & Hessels, M. G. P. (2015). *The Perceptions of Inclusion Questionnaire (PIQ). Deutsche Version*. Available at www.piqinfo.ch).

All statements/scales come from (or are variations of) internationally validated instruments. Student responses are not reported at the individual level; they are only used in aggregated form.

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My school and my class - page 2



- 1. I have a lot of friends in my class.
- 2. I have no desire to go to school.
- 3. I get along very well with my classmates.
- 4. I like it in school.
- 5. I feel alone in my class.
- 6. I have very good relationships with my classmates.



Guidelines for the administration of the student questionnaire

Please explain to the students that the purpose of this page is to assess statements about **thinking and working**. Explicitly point out that there are no right or wrong answers. Every student should answer this question honestly according to their own feelings and thoughts.

The administration is done as described under *Guidelines for the administration of the student questionnaire* on page 18.

Standardized translations

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

Additional information

Statements 1, 4, 8, 9 and 10 refer to „need for cognition“ (Need for Cognition; Preckel, F. & Strobel, A. [2017]. *NFC-KIDS. Need for Cognition – Kinderskala*. Göttingen: Hogrefe.). Statements 2 and 6 target the personality dimension of „openness“. Statements 3, 5 and 7 target the personality dimension of „conscientiousness“.

All statements/scales come from (or are variations of) internationally validated instruments. Student responses are not reported at the individual level; they are only used in aggregated form.

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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 tidy 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 problems where I have to think a lot.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I like to work on problems that require a lot of thinking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



SF G3 -13

Thank you very much for your support!



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