

Starting Cohort 3: Grade 5 (SC3)
Wave 1
Questionnaires (SUF Version 4.0.0)

Research Data

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Contents

1	Overview and Reading Aid	1
2	Students	4
2.1	Regular Schools (ID 32)	4
2.2	Regular Schools - Orthography (ID 65)	20
2.3	Special Schools - Version 1 (ID 44)	24
2.4	Special Schools - Version 2 (ID 45)	26
2.5	Correspondance between questions (ID 32, 44, 45, 46)	37
3	Teachers	39
3.1	General questionnaire (ID 33)	39
3.2	Class Teachers (ID 34)	49
3.3	German Teachers (ID 35)	53
4	Principals (ID 36)	72
5	Parents (ID 31)	104

1 Overview and Reading Aid

The documents in this section are based on the field versions but are extended by including the variable names and values. The variable names used in this generated document of the questionnaires and programming masters can be found in the data files, as well. The field versions can be found in the corresponding column “Starting Cohort 3: Grade 5 (SC3), Wave 1, Survey Instruments (Field Version)” (only available in German). We recommend using the provided SUF versions over the field versions when working with the data. The material corresponds to Version 4.0.0 of the Scientific Use File (SUF) for the Starting Cohort 3 (SC3) (doi:10.5157/NEPS:SC3:4.0.0). Figure 1 describes the possible components of the documented survey.

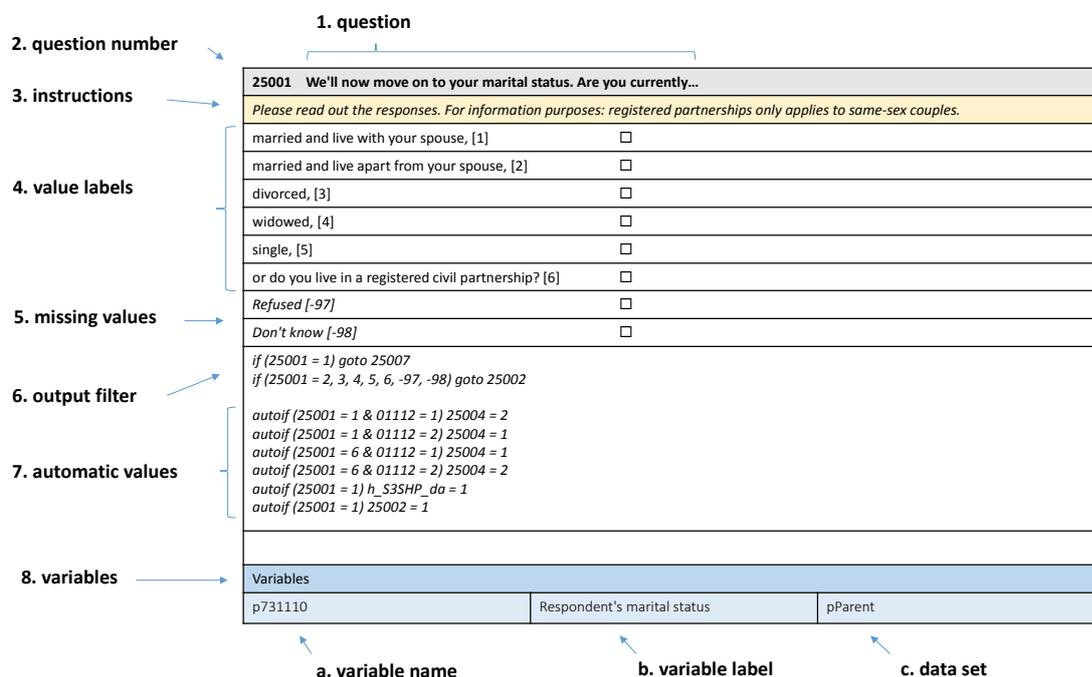


Figure 1: Reading aid for survey tools

If available, this information includes the following:

1. Questions (bold): Text, which is a) handed out in the form of PAPI or online surveys and b) read out during CATI or CAPI surveys by an interviewer (sometimes with variations depending on specific conditions).
2. Question numbers in the survey tool (bold)
3. Instructions (italic, shaded in yellow) are considered as a) guidelines for PAPI or online surveys and b) instructions for the interviewer for CATI or CAPI surveys, in order to ask the questions in a correct way and react appropriately to inquiries. These are not read out by the interviewer.
4. Values labels
5. Missing values (italic)

6. Output filters (*italic*)
7. Automatic values (*italic*): Under certain conditions, these are necessary, e.g. when coding auxiliary variables.
8. Variables (shaded in blue)
 - a) Variable name in SUF-data set (variable names indicated in brackets are not part of the SUF)
 - b) Variable label: This is a short form of the description of the item.
 - c) Data set, in which the variable(s) can be found.

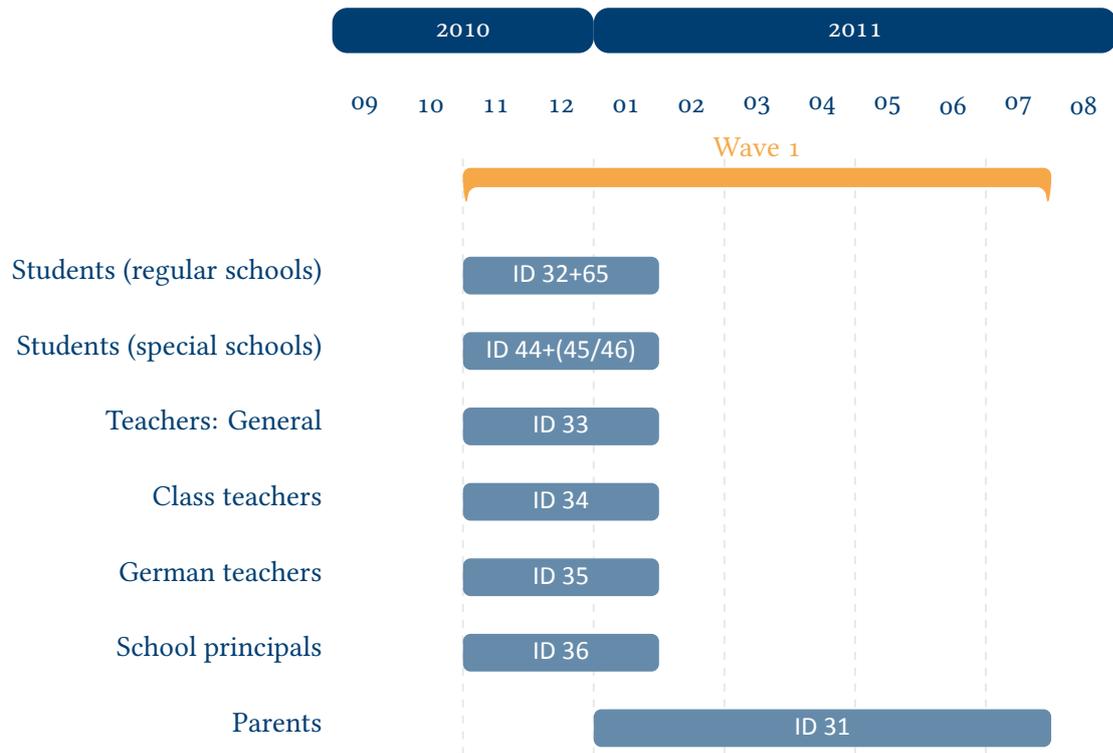


Figure 2: Survey of Starting Cohort 3 and ID of the survey instruments in wave 1

Figure 2 gives an overview of the field time for the first main survey. The survey was conducted via PAPI questionnaires within the school context from November 2010 to January 2011. Telephone interviews (CATI) with the parents took place from January to July 2011.

Students of the 5th grade are interviewed in two samples - for regular schools and for schools for special educational needs (SEN). The questionnaires for the sample of students with special educational needs (SEN) contained a subset of the questions for students in regular schools. Moreover, as part of the first wave, information was collected on school teachers, school classes (via teachers), and on the schools themselves (via school principal).

The course of survey and all the applied survey instruments with IDs are provided in the figure. If there are divergent instruments for first-time and panel interviewees, the more extensive instrument for first-time interviewees will be put in the first place, the instrument for repeatedly interviewees in brackets. All questionnaires were used in the context of regular and special schools, divergent instruments are marked accordingly. During this wave new schoolmates of the students willing to participate in the panel survey were asked likewise; these are marked as first-time interviewees.

2 Students

2.1 Regular Schools (ID 32)

Further questions about you

8 To what extent do the following statements apply to you?					
<i>Please tick a box in each line</i>					
	Does not apply at all [1]	Does not really apply [2]	Partially applies [3]	Applies to some extent [4]	Applies completely [5]
a) All in all, I am satisfied with myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Now and then I think that I'm not good for anything.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I have some positive attributes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I can do many things just as well as most other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I am afraid there is not much I can be proud of.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Sometimes I really feel useless.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) I consider myself a valuable person, at least I am not less valuable than the others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) I wish I could have more respect for myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) All in all, I tend to consider myself a loser.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) I have a positive attitude towards myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
t66003a_g1	Global self-esteem	pTarget
t66003a	Assessment self-content: satisfied with myself	pTarget
t66003b	Assessment self-content: good for nothing	pTarget
t66003c	Assessment self-content: have good qualities	pTarget
t66003d	Assessment self-content: can do a lot just as well as others	pTarget
t66003e	Assessment self-content: not much I can be proud of	pTarget
t66003f	Assessment self-content: I feel useless	pTarget
t66003g	Assessment self-content: I'm a valuable person	pTarget
t66003h	Assessment self-content: more self-respect	pTarget
t66003i	Assessment self-content: think I'm a loser	pTarget
t66003j	Assessment self-content: positive attitude towards myself	pTarget

Questions about your family

Further questions about you

8 To what extent do the following statements apply to you?					
<i>Please tick a box in each line</i>					
	Does not apply at all [1]	Does not really apply [2]	Partially applies [3]	Applies to some extent [4]	Applies completely [5]
a) All in all, I am satisfied with myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Now and then I think that I'm not good for anything.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I have some positive attributes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I can do many things just as well as most other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I am afraid there is not much I can be proud of.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Sometimes I really feel useless.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) I consider myself a valuable person, at least I am not less valuable than the others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) I wish I could have more respect for myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) All in all, I tend to consider myself a loser.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) I have a positive attitude towards myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
t66003a_g1	Global self-esteem	pTarget
t66003a	Assessment self-content: satisfied with myself	pTarget
t66003b	Assessment self-content: good for nothing	pTarget
t66003c	Assessment self-content: have good qualities	pTarget
t66003d	Assessment self-content: can do a lot just as well as others	pTarget
t66003e	Assessment self-content: not much I can be proud of	pTarget
t66003f	Assessment self-content: I feel useless	pTarget
t66003g	Assessment self-content: I'm a valuable person	pTarget
t66003h	Assessment self-content: more self-respect	pTarget
t66003i	Assessment self-content: think I'm a loser	pTarget
t66003j	Assessment self-content: positive attitude towards myself	pTarget

Questions about your family

2.1 Regular Schools (ID 32)

11 At home, do you have ...		
<i>Please tick all applicable answers.</i>		
	Yes [1]	No [2]
... a desk to study?	<input type="checkbox"/>	<input type="checkbox"/>
... your own room?	<input type="checkbox"/>	<input type="checkbox"/>
... learning software?	<input type="checkbox"/>	<input type="checkbox"/>
... books that belong just to you (excluding textbooks)?	<input type="checkbox"/>	<input type="checkbox"/>
... books with poems?	<input type="checkbox"/>	<input type="checkbox"/>
... works of art (e.g. paintings)?	<input type="checkbox"/>	<input type="checkbox"/>
... books that are useful for homework?	<input type="checkbox"/>	<input type="checkbox"/>
... a dictionary?	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
t34006i	HOMEPOS: own books	pTarget

Questions about the school

21 How much time do you normally spend on your homework and studying for school?	
<i>Please specify one answer only.</i>	
About half an hour to 1 hour per day [2]	<input type="checkbox"/>
About 1 to 2 hours per day [3]	<input type="checkbox"/>
About 3 to 4 hours per day [5]	<input type="checkbox"/>
Less than half an hour per day [1]	<input type="checkbox"/>
About 2 to 3 hours per day [4]	<input type="checkbox"/>
More than 4 hours per day [6]	<input type="checkbox"/>

Variables		
t281600	Student: homework, duration	pTarget

22 How often do the following people help you with your homework or studying for school?						
<i>Please tick a box in each line.</i>						
	Never [1]	Rarely [2]	Sometimes [3]	Often [4]	Always [5]	Does not apply to me [6]
Your parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your siblings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your friends or classmates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A tutor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A homework supervisor (e.g. in school or community center)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
t28161a	Student: homework, frequency help from parents	pTarget
t28161b	Student: homework, frequency help from siblings	pTarget
t28161c	Student: homework, frequency help from friends/classmates	pTarget
t28161d	Student: homework, frequency help from tutor	pTarget
t28161e	Student: homework, frequency help from homework supervisor	pTarget

2.1 Regular Schools (ID 32)

23 How is homework handled in your home?				
<i>Please tick a box in each line.</i>				
	Completely disagree [1]	Rather disagree [2]	Rather agree [3]	Completely agree [4]
My parents often check whether I have done my homework properly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I can't manage to do my homework alone, my parents always have time to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My parents always make sure that I do my homework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I get a bad grade, my parents ask me how they can help me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My parents expect me to do my homework conscientiously.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My parents always encourage me when I've messed up an assignment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I do not understand something in class, I can talk with my parents about it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My parents don't want me to learn things just by heart, but to really understand it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I study for a class test, I know exactly how much effort my parents expect from me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
t283621	Student: homework, parental support, checking	pTarget
t283622	Student: homework, parental support, having time	pTarget
t283623	Student: homework, parental support, making sure homework is done	pTarget
t284624	Student: homework, parental support, help with bad grades	pTarget
t285627	Student: homework, parental support, expectation	pTarget
t284625	Student: homework, parental support, encouragement	pTarget
t284626	Student: homework, parental support, talk	pTarget
t285628	Student: homework, parental support, understand subject matter	pTarget
t285629	Student: homework, parental support, expectation with regard to studying for class tests	pTarget

24 In this school year (since the summer vacation), how many school days did you miss due to illness?

If you were not absent due to illness, please enter "Zero" (0). Please enter the figures aligned to the right.

About ... |__|__|__| Days

Range: 0 - 999

Not checked [0] Checked [1]
 Don't know

Variables

t523010	Days missed due to illness	pTarget
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2.1 Regular Schools (ID 32)

27 How would you rate your performance at school?

Please tick a box in each line.

	Does not apply at all [1]	Does not really apply [2]	Applies to some extent [3]	Applies completely [4]
a) In the subject German I am a hopeless case.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I learn fast in German.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I get good grades in German.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I get good grades in math.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Math is one of my best subjects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) I have always been good at math.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) I learn fast in most of the school subjects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) In most of the school subjects, I perform well in written class tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) I perform well in most of the school subjects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
t66000a_g1	Self concept: German	pTarget
t66000a	Self-assessment school performance: in German I'm a hopeless case	pTarget
t66000b	Self-assessment school performance: I learn fast in German	pTarget
t66000c	Self-assessment school performance: I get good grades in German	pTarget
t66001a_g1	Self concept: Math	pTarget
t66001a	Self-assessment school performance: I get good grades in math	pTarget
t66001b	Self-assessment school performance: math is one of my best subjects	pTarget
t66001c	Self-assessment school performance: I have always been good at math	pTarget
t66002a_g1	Self concept: School	pTarget
t66002a	Self-assessment school performance: I learn fast	pTarget
t66002b	Self-assessment school performance: I do well in written class tests	pTarget
t66002c	Self-assessment school performance: I do well in most of the school subjects	pTarget

30 Did you switch from elementary school to this school after the summer vacation?

Please tick the applicable.

No [2]

Yes [1]

"No": Please continue with question 32. "Yes": Please continue with the next question.

Variables		
t291300	Filter question: Transition from elementary school	pTarget

31 To what extent do the following statements apply to you?

Please tick a box in each line.

	Does not apply at all [1]	Does not really apply [2]	Partially applies [3]	Applies to some extent [4]	Applies completely [5]
Lessons are more fun than the were in elementary school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel much more comfortable in my class, than I did during elementary school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like my new classmates more than the ones at the elementary school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am more popular in my new class than I was in elementary school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The subjects are easier for me now than they were in elementary school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like my new teachers more than those at the elementary school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
t292301	Comparison to elementary school, lessons are more fun	pTarget
t292302	Comparison to elementary school, feel more comfortable in new class	pTarget
t292303	Comparison to elementary school, like classmates more	pTarget
t292304	Comparison to elementary school, I'm more popular	pTarget
t292305	Comparison to elementary school, subjects are easier	pTarget
t292306	Comparison to elementary school, I like teachers more	pTarget

Now questions about reading

2.1 Regular Schools (ID 32)

38 How often do you normally read in your spare time ...

Please tick a box in each line.

	Never or rarely [1]	Several times a month [2]	Once a week [3]	Several times a week [4]	Everyday [5]
a) ... detective novels, thrillers, horror or fantasy books, such as Harry Potter or Lord of the Rings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) ... classics of children's youth literature by authors, such as Erich Kästner or Otfried Preußler?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) ... nonfiction books?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) ... comic books?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) ... other?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

t34002a	Frequency reading (genre): detective stories, thrillers, horror or fantasy	pTarget
t34002b	Frequency reading (genre): classic literature	pTarget
t34002c	Frequency reading (genre): nonfiction books	pTarget
t34002d	Frequency reading (genre): comic books	pTarget
t34002e	Frequency reading (genre): other	pTarget

39 Do you read the following newspaper or magazines?

Please tick a box in each line.

	Never or rarely [1]	Several times a month [2]	Once a week [3]	Several times a week [4]	Everyday [5]
a) Local newspaper(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Tabloids, such as BILD, BZ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Children's and youth pages in other superregional papers, such as Süddeutsche Zeitung (SZ) or Frankfurter Allgemeine (FAZ)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Magazines, such as Dein SPIEGEL, FOCUS Schule or GEOlino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Other magazines for younger readers such as Tierfreund, hey!, Bravo Sport or Popcorn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

t34003a	Frequency reading: local newspaper	pTarget
t34003b	Frequency reading: tabloids (such as BILD, BZ)	pTarget
t34003c	Frequency reading: youth pages in other superregional papers (such as SZ, FAZ)	pTarget
t34003d	Frequency reading: magazines (such as SPIEGEL, FOCUS Schule)	pTarget
t34003e	Frequency reading: other youth magazines (such as Bravo, Popcorn)	pTarget

40 Around how many books do you have at home? Do not count magazines, newspapers or your text books.

Please tick only one answer.

[Picture: Large bookcase with all shelves filled] Enough to fill a shelf unit (more than 500 books) [6]

[Picture: Small bookcase with 1 filled shelf] None or only very few (0 to 10 books) [1]

[Picture: Medium bookcase with all shelves filled] Enough to fill a large set of shelves (201 to 500 books) [5]

[Picture: Small bookcase with 2-3 filled shelves] Enough to fill one shelf (11 to 25 books) [2]

[Picture: Small bookcase with 7-8 filled shelves] Enough to fill several shelves (26 to 100 books) [3]

[Picture: Small bookcase with all shelves filled] Enough to fill a small set of shelves (101 to 200 books) [4]

Variables

t34005a	Amount of books	pTarget
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43 How well do you read?

Please tick a box in each line.

	Completely disagree [1]	Rather disagree [2]	Rather agree [3]	Completely agree [4]
a) I sometimes have trouble understanding a text really well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I can understand texts very well and quickly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I have to read many things several times before I fully understand them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

td0043a	Self-assessment reading: difficulties with understanding texts	pTarget
td0043b	Self-assessment reading: speed text understanding	pTarget
td0043c	Self-assessment reading: repeating text understanding	pTarget

2.1 Regular Schools (ID 32)

44 How often does it normally happen that you talk with your mother or father ...					
<i>Please tick a box in each line.</i>					
	Never or rarely [1]	Several times a month [2]	Once a week [3]	Several times a week [4]	Everyday [5]
a) ... about books?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) ... about movies or TV programs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) ... about political or social issues?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) ... about works of art or art in general?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
t34010a	Discussions with father/mother: books	pTarget
t34010b	Discussions with father/mother: movies or TV shows	pTarget
t34010c	Discussions with father/mother: political or social issues	pTarget
t34010d	Discussions with father/mother: artwork or art in general	pTarget

Questions about your free time

48 Have you attended any courses outside school in this or your past school year (excluding sports)?		
<i>Please tick all applicable answers.</i>		
	Not specified [0]	Specified [1]
Lessons at a musical school (e.g. instrumental or vocal lessons)	<input type="checkbox"/>	<input type="checkbox"/>
A course at the Volkshochschule [adult education establishment] (VHS)	<input type="checkbox"/>	<input type="checkbox"/>
A course at the youth art school	<input type="checkbox"/>	<input type="checkbox"/>
Other courses	<input type="checkbox"/>	<input type="checkbox"/>
Other courses, specifically:		

Variables		
t27111s	Courses outside school: other courses, specifically:	pTarget
t27111t_O	Courses outside school: other courses, open	pTarget

49 How often have you done the following things in the past 12 months?

Please tick a box in each line.

	Never [1]	Once [2]	2 to 3 times [3]	4 to 5 times [4]	More than 5 times [5]
a) Visited a museum or an art exhibition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Watched a movie at the cinema	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Visited an opera, ballet or classic concert	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Been to the theater?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Went to a rock or pop concert	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

t34009a	Participation in high culture: museum or art exhibition	pTarget
t34009b	Participation in high culture: cinema	pTarget
t34009c	Participation in high culture: opera, ballet, classical concert	pTarget
t34009d	Participation in high culture: theater	pTarget
t34009e	Participation in high culture: rock/pop concert	pTarget

50 On how many days in the last month have you made music, e.g. played an instrument or sung in a choir? Making music on the computer does not count.

If you have not made music on any day in the past month, please enter "Zero" (0). Please enter the figures aligned to the right.

On about ... |__|__| Days

Range: 0 - 99

Variables

t34009g	Participation in high culture: played musical instrument	pTarget
---------	--	---------

51 Do you also listen to classical music? On how many days was this the case in the past week?

If you have not listened to classical music on any day in the past week, please enter "Zero" (0). Please enter the figures aligned to the right.

On about ... |__|__| Days

Range: 0 - 99

Variables

t34009h	Participation in high culture: classical music	pTarget
---------	--	---------

Questions about your origin and language

Attention: If you only learned German as a child in your family, please continue to question 58. Everyone else will continue with the next question.

2.1 Regular Schools (ID 32)

52 You have learned a language other than German as a child in your family: which language?

Please mention only one language. If you have learned several languages apart from German, please indicate the language that you understand best.



IMPORTANT: The language you have just mentioned in question 52 will be referred to as the "other language" in the following questions.

Variables

t410010_g1	Second language (number of responses)	pTarget
t410010_g2R	Second language (1st alternative, ISO 639.2)	pTarget
t410010_g2D	Second language (1st alternative, coarsened)	pTarget
t410010_g3R	Second language (2nd alternative, ISO 639.2)	pTarget
t410010_g3D	Second language (2nd alternative, coarsened)	pTarget
t410010_g4R	Second language (3rd alternative, ISO 639.2)	pTarget
t410010_g4D	Second language (3rd alternative, coarsened)	pTarget
t410010_g5R	Second language (4th alternative, ISO 639.2)	pTarget
t410010_g5D	Second language (4th alternative, coarsened)	pTarget

53 How good is your command of the other language?

Please tick a box in each line.

	Very poor [1]	Rather poor [2]	Rather good [3]	Very good [4]	Not at all [0]
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

t41040b	Command other language - speaking	pTarget
t41040d	Command other language - writing	pTarget
t41040c	Command other language - reading	pTarget
t41040a	Command other language - understanding	pTarget

54 In which language ...					
Please tick a box in each line.					
	Only German [1]	Mostly German, sometimes the other language [2]	Mostly the other language, sometimes German [3]	Only the other language [4]	Does not apply to me [5]
a) ... do you speak with your mother?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) ... do you speak with your father?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) ... do you speak with your siblings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) ... do you speak with your best friend?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) ... do you speak with your classmates?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) ... do your parents use when they talk with each other?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
t412010	Language use: with mother	pTarget
t412020	Language use: with father	pTarget
t412030	Language use: with siblings	pTarget
t412040	Language use: with best friend	pTarget
t412050	Language use: classmates	pTarget
t412060	Language use: parents with each other	pTarget

2.1 Regular Schools (ID 32)

55 In which language ...					
<i>Please tick a box in each line.</i>					
	Only German [1]	Mostly German, sometimes the other language [2]	Mostly the other language, sometimes German [3]	Only the other language [4]	Does not apply to me [5]
... do you read books outside school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... do you surf the internet?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... do you write text messages and e-mails?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... do you watch programs on TV?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... do you watch videos and DVDs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
t417000	Language of media use - books	pTarget
t417030	Language of media use - internet	pTarget
t417040	Language of media use - text messages, e-mails	pTarget
t417050	Language of media use - television	pTarget
t417060	Language of media use, videos, DVDs	pTarget

56 How good is your command of the German language?					
<i>Please tick a box in each line.</i>					
	Very poor [1]	Rather poor [2]	Rather good [3]	Very good [4]	Not at all [0]
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
t41030d	Command German: writing	pTarget
t41030c	Command German: reading	pTarget
t41030b	Command German: speaking	pTarget
t41030a	Command German: understanding	pTarget

57 At what age did you start learning German?

Please tick only one answer.

3-5 years [2]

0-2 years [1]

10-12 years [4]

6-9 years [3]

Older than 12 years [5]

Variables

t410020	Age language acquisition	pTarget
---------	--------------------------	---------

Thank you for your cooperation!

2.2 Regular Schools - Othography (ID 65)

2.2 Regular Schools - Othography (ID 65)

Questionnaire on spelling

1 To what extent do the following statements apply to you?				
<i>Please tick a box in each line.</i>				
	Does not apply at all [1]	Does not really apply [2]	Applies to some extent [3]	Applies completely [4]
In general, I think learning how to spell is interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spelling is difficult.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Variables				
td0001a	Learning how to spell interesting			pTarget
td0001b	Spelling is difficult			pTarget

2 What do you think of spelling?				
<i>Please tick a box in each line.</i>				
	Not at all [1]	Rather not [2]	Somewhat [3]	Very [4]
Is it worth the time required to learn how to spell?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How important is a good spelling performance for your school-leaving qualification?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How important is a good spelling performance for your future career?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How important is a good spelling performance for your private life?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Variables				
td0002a_v1	Time required learning spelling			pTarget
td0002b_v1	Importance spelling performance for school-leaving qualification			pTarget
td0002c_v1	Importance spelling performance for career			pTarget
td0002d_v1	Importance spelling performance for private life			pTarget

Questionnaire on spelling

1 To what extent do the following statements apply to you?				
<i>Please tick a box in each line.</i>				
	Does not apply at all [1]	Does not really apply [2]	Applies to some extent [3]	Applies completely [4]
In general, I think learning how to spell is interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spelling is difficult.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
td0001a	Learning how to spell interesting	pTarget
td0001b	Spelling is difficult	pTarget

2 What do you think of spelling?				
<i>Please tick a box in each line.</i>				
	Not at all [1]	Rather not [2]	Somewhat [3]	Very [4]
Is it worth the time required to learn how to spell?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How important is a good spelling performance for your school-leaving qualification?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How important is a good spelling performance for your future career?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How important is a good spelling performance for your private life?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
td0002a_v1	Time required learning spelling	pTarget
td0002b_v1	Importance spelling performance for school-leaving qualification	pTarget
td0002c_v1	Importance spelling performance for career	pTarget
td0002d_v1	Importance spelling performance for private life	pTarget

2.2 Regular Schools - Orthography (ID 65)

3 To what extent do the following statements apply to your spelling performance?

Please tick a box in each line.

	Does not apply at all [1]	Does not really apply [2]	Applies to some extent [3]	Applies completely [4]
My grade for my next dictation is going to be good.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My spelling when writing texts is good.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

td0003a	Grade for next dictation is going to be good	pTarget
td0003b	Spelling when writing texts good	pTarget

4 Spelling for me is more difficult than ...

Please tick a box in each line.

	Completely disagree [1]	Rather disagree [2]	Rather agree [3]	Completely agree [4]
... for my classmates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... understanding texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... writing texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... grammar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

td0004a_v1	Spelling more difficult than for classmates	pTarget
td0004b_v1	Spelling more difficult than understanding texts	pTarget
td0004c_v1	Spelling more difficult than writing texts	pTarget
td0004d_v1	Spelling more difficult than grammar	pTarget

5 How much time do you spend studying to ...

Please tick a box in each line.

	Very little [1]	Rather little [2]	Rather much [3]	Very much [4]
... get a good grade for your spelling?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... get a good grade in German?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

td0005a	Spelling - learning - good grade	pTarget
td0005b	Spelling - learning - good German grade	pTarget

6 What do you do to spell words correctly?

Please tick a box in each line.

	Completely disagree [1]	Rather disagree [2]	Rather agree [3]	Completely agree [4]
I learn rules and use them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I clearly pronounce the word to myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I write many words by heart, because I've practiced them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I guess.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I refer to a dictionary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I am typing on a computer, I rely on spell checking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
td0006a_v1	Spelling words correctly: rules	pTarget
td0006b_v1	Spelling words correctly: pronounce clearly to myself	pTarget
td0006c_v1	Spelling words correctly: write by heart	pTarget
td0006d_v1	Spelling words correctly: guess	pTarget
td0006e_v1	Spelling words correctly: refer to dictionary	pTarget
td0006f_v1	Spelling words correctly: computer spell checking	pTarget

2.3 Special Schools - Version 1 (ID 44)

Questions about your family

8 At home, do you have ...		
<i>Please tick all applicable answers.</i>		
	Yes [1]	No [2]
... a desk to study?	<input type="checkbox"/>	<input type="checkbox"/>
... your own room?	<input type="checkbox"/>	<input type="checkbox"/>
... learning software?	<input type="checkbox"/>	<input type="checkbox"/>
... books that belong just to you (excluding textbooks)?	<input type="checkbox"/>	<input type="checkbox"/>
... books with poems?	<input type="checkbox"/>	<input type="checkbox"/>
... works of art (e.g. paintings)?	<input type="checkbox"/>	<input type="checkbox"/>
... books that are useful for homework?	<input type="checkbox"/>	<input type="checkbox"/>
... a dictionary?	<input type="checkbox"/>	<input type="checkbox"/>
Variables		
{34006i}	HOMEPOS: own books	pTarget

Questions about your family

8 At home, do you have ...		
<i>Please tick all applicable answers.</i>		
	Yes [1]	No [2]
... a desk to study?	<input type="checkbox"/>	<input type="checkbox"/>
... your own room?	<input type="checkbox"/>	<input type="checkbox"/>
... learning software?	<input type="checkbox"/>	<input type="checkbox"/>
... books that belong just to you (excluding textbooks)?	<input type="checkbox"/>	<input type="checkbox"/>
... books with poems?	<input type="checkbox"/>	<input type="checkbox"/>
... works of art (e.g. paintings)?	<input type="checkbox"/>	<input type="checkbox"/>
... books that are useful for homework?	<input type="checkbox"/>	<input type="checkbox"/>
... a dictionary?	<input type="checkbox"/>	<input type="checkbox"/>
Variables		
t34006i	HOMEPOS: own books	pTarget

2.4 Special Schools - Version 2 (ID 45)

2.4 Special Schools - Version 2 (ID 45)

Now we come to reading

1 How much time do you usually spend reading outside of school? Please consider all possible opportunities you have for reading, in other words not only books or magazines, but also e-mails or the internet.

Please check only one answer.

	Not at all outside school [1]	Up to half an hour [2]	Between half an hour and 1 hour [3]	1 to 2 hours [4]	More than 2 hours [5]
a) On a normal school day I read ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) On a normal non-school day I read ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

t34001a	Frequency reading - school day	
t34001c	Frequency reading - non-school day	

2 How often do you normally read in your spare time ...

Please tick a box in each line.

	Never or rarely [1]	Several times a month [2]	Once a week [3]	Several times a week [4]	Everyday [5]
a) ... detective novels, thrillers, horror or fantasy books, such as Harry Potter or Lord of the Rings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) ... classics of children's youth literature by authors, such as Erich Kästner or Otfried Preußler?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) ... nonfiction books?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) ... comic books?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) ... other?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

t34002a	Frequency reading (genre): detective stories, thrillers, horror or fantasy	
t34002b	Frequency reading (genre): classic literature	
t34002c	Frequency reading (genre): nonfiction books	
t34002d	Frequency reading (genre): comic books	
t34002e	Frequency reading (genre): other	

Now we come to reading

1 How much time do you usually spend reading outside of school? Please consider all possible opportunities you have for reading, in other words not only books or magazines, but also e-mails or the internet.

Please check only one answer.

	Not at all outside school [1]	Up to half an hour [2]	Between half an hour and 1 hour [3]	1 to 2 hours [4]	More than 2 hours [5]
a) On a normal school day I read ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) On a normal non-school day I read ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
t34001a	Frequency reading - school day	
t34001c	Frequency reading - non-school day	

2 How often do you normally read in your spare time ...

Please tick a box in each line.

	Never or rarely [1]	Several times a month [2]	Once a week [3]	Several times a week [4]	Everyday [5]
a) ... detective novels, thrillers, horror or fantasy books, such as Harry Potter or Lord of the Rings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) ... classics of children's youth literature by authors, such as Erich Kästner or Otfried Preußler?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) ... nonfiction books?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) ... comic books?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) ... other?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
t34002a	Frequency reading (genre): detective stories, thrillers, horror or fantasy	
t34002b	Frequency reading (genre): classic literature	
t34002c	Frequency reading (genre): nonfiction books	
t34002d	Frequency reading (genre): comic books	
t34002e	Frequency reading (genre): other	

2.4 Special Schools - Version 2 (ID 45)

3 Around how many books do you have at home? Do not count magazines, newspapers or your text books.

Please tick only one answer.

[Picture: Small bookcase with 1 filled shelf] None or only very few (0 to 10 books) [1]

[Picture: Small bookcase with 2-3 filled shelves] Enough to fill one shelf (11 to 25 books) [2]

[Picture: Small bookcase with 7-8 filled shelves] Enough to fill several shelves (26 to 100 books) [3]

[Picture: Small bookcase with all shelves filled] Enough to fill a small set of shelves (101 to 200 books) [4]

[Picture: Medium bookcase with all shelves filled] Enough to fill a large set of shelves (201 to 500 books) [5]

[Picture: Large bookcase with all shelves filled] Enough to fill a shelf unit (more than 500 books) [6]

Variables

t34005a	Amount of books
---------	-----------------

4 What do you think about reading?

Please tick a box in each line.

	Completely disagree [1]	Rather disagree [2]	Rather agree [3]	Completely agree [4]
I enjoy reading books.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I find reading interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I had enough time, I would read even more.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to read about new things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am convinced that I can learn a lot through reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading is important for understanding things correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

td0042a	Attitude towards reading: enjoy reading books
td0042b	Attitude towards reading: reading is interesting
td0042c	Attitude towards reading: would read more
td0042d	Attitude towards reading: reading about new things
td0042e	Attitude towards reading: learning by reading
td0042f	Attitude towards reading: understanding things correctly

5 How well do you read?				
<i>Please tick a box in each line.</i>				
	Completely disagree [1]	Rather disagree [2]	Rather agree [3]	Completely agree [4]
a) I sometimes have trouble understanding a text really well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I can understand texts very well and quickly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I have to read many things several times before I fully understand them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
td0043a	Self-assessment reading: difficulties with understanding texts	
td0043b	Self-assessment reading: speed text understanding	
td0043c	Self-assessment reading: repeating text understanding	

Further questions about you

2.4 Special Schools - Version 2 (ID 45)

6 How would you rate your performance at school?

Please tick a box in each line.

	Does not apply at all [1]	Does not really apply [2]	Applies to some extent [3]	Applies completely [4]
a) In the subject German I am a hopeless case.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I learn fast in German.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I get good grades in German.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I get good grades in math.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Math is one of my best subjects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) I have always been good at math.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) I learn fast in most of the school subjects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) In most of the school subjects, I perform well in written class tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) I perform well in most of the school subjects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

t66000a	Self-assessment school performance: in German I'm a hopeless case	
t66000b	Self-assessment school performance: I learn fast in German	
t66000c	Self-assessment school performance: I get good grades in German	
t66001a	Self-assessment school performance: I get good grades in math	
t66001b	Self-assessment school performance: math is one of my best subjects	
t66001c	Self-assessment school performance: I have always been good at math	
t66002a	Self-assessment school performance: I learn fast	
t66002b	Self-assessment school performance: I do well in written class tests	
t66002c	Self-assessment school performance: I do well in most of the school subjects	

7 How is homework handled in your home?				
<i>Please tick a box in each line.</i>				
	Completely disagree [1]	Rather disagree [2]	Rather agree [3]	Completely agree [4]
My parents often check whether I have done my homework properly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I can't manage to do my homework alone, my parents always have time to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My parents always make sure that I do my homework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I get a bad grade, my parents ask me how they can help me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My parents expect me to do my homework conscientiously.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My parents always encourage me when I've messed up an assignment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I do not understand something in class, I can talk with my parents about it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My parents don't want me to learn things just by heart, but to really understand it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I study for a class test, I know exactly how much effort my parents expect from me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
t283621	Student: homework, parental support, checking	
t283622	Student: homework, parental support, having time	
t283623	Student: homework, parental support, making sure homework is done	
t284624	Student: homework, parental support, help with bad grades	
t285627	Student: homework, parental support, expectation	
t284625	Student: homework, parental support, encouragement	
t284626	Student: homework, parental support, talk	
t285628	Student: homework, parental support, understand subject matter	
t285629	Student: homework, parental support, expectation with regard to studying for class tests	

8 Can you use a computer at home?	
<i>Please tick only one answer.</i>	
Yes, I have my own computer [1]	<input type="checkbox"/>
Yes, I share the computer with other family members [2]	<input type="checkbox"/>
No, I cannot use a computer at home [3]	<input type="checkbox"/>

Variables	
t101000	Computer access at home

Some questions about your German classes

9 I think my German teacher ...					
<i>Please tick a box in each line.</i>					
	Does not apply at all [1]	Does not really apply [2]	Partially applies [3]	Applies to some extent [4]	Applies completely [5]
a) ... is aware of everything that happens in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) ... manages to quickly involve me again, if I don't pay attention for a moment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) ... instantly notices when I don't pay attention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) ... has the class under control.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
td0032a	German teacher: org. of learning, notices everything
td0032b	German teacher: org. of learning, involves me quickly
td0032c	German teacher: org. of learning, immediately finds out when I do not pay attention
td0032d	German teacher: org. of learning, has the class under control

10 I think my German teacher ...					
<i>Please tick a box in each line.</i>					
	Does not apply at all [1]	Does not really apply [2]	Partially applies [3]	Applies to some extent [4]	Applies completely [5]
a) ... expects me to try my very best.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) ... tells me that she/he thinks that I can do better than I have done so far.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) ... finds it very important that we do our work very thoroughly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) ... uses students that achieve good grades as an example for us all.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) ... tells us where we stand compared to our classmates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
td0033a	German teacher: promoting performance goals, expects me to make an effort	
td0033b	German teacher: promoting performance goals, thinks I can do better	
td0033c	German teacher: promoting performance goals, considers diligence to be very important	
td0033d	German teacher: promoting performance goals, students with good grades as an example for all	
td0033e	German teacher: promoting performance goals, comparison to classmates	

11 My German teacher ...					
<i>Please tick a box in each line.</i>					
	Does not apply at all [1]	Does not really apply [2]	Partially applies [3]	Applies to some extent [4]	Applies completely [5]
a) ... allows us to discuss our assignments with each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) ... encourages us to help each other in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) ... encourages us to exchange ideas with each other in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
td0035a	German teacher: prom. interaction, allows discussion of exercises	
td0035b	German teacher: prom. interaction, encourages to help each other	
td0035c	German teacher: prom. interaction, encourages to exchange ideas	

2.4 Special Schools - Version 2 (ID 45)

12 My German teacher ...					
<i>Please tick a box in each line.</i>					
	Does not apply at all [1]	Does not really apply [2]	Partially applies [3]	Applies to some extent [4]	Applies completely [5]
a) ... sums up the most important things at the end of the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) ... gives us information as to what is especially important in the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) ... explains to us how old and new topics relate to each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
td0036a	German teacher: goal setting and orientation, summarizes what's most important at the end	
td0036b	German teacher: goal setting and orientation, draws our attention to the things that are of particular importance	
td0036c	German teacher: goal setting and orientation, explains connection between old and new topics	

Questions about your spare time

13 How often do you play sports? Do not count sports in class at school.	
<i>Please tick only one answer.</i>	
Never [1]	<input type="checkbox"/>
Once a month or less [2]	<input type="checkbox"/>
Several times a month or once a week [3]	<input type="checkbox"/>
Several times a week [4]	<input type="checkbox"/>
(Almost) daily [5]	<input type="checkbox"/>
<i>If "never": Please go on with question 16. Otherwise: Please go on with the next question.</i>	

Variables		
t261000	Sports: frequency	

14 What kind of sports do you do most frequently?	
<i>Please state only one kind of sport.</i>	
 _____	

Variables		
t262000	Sports: sport activity, main kind of sport	

15 Where or how do you most often do this kind of sport?*Please tick only one answer.*

Club [1]	<input type="checkbox"/>
School (outside classes such as sport workshop) [2]	<input type="checkbox"/>
Riding school, tennis school, martial arts school, dancing school, gym or similar [3]	<input type="checkbox"/>
Volkshochschule [adult education establishment] (VHS) [4]	<input type="checkbox"/>
Together with others, but not in an organization [5]	<input type="checkbox"/>
By myself [6]	<input type="checkbox"/>

Variables

t269000	Sports: where/how?	
---------	--------------------	--

16 Have you attended any courses outside school in this or your past school year (excluding sports)?*Please tick all applicable answers.*

	Not specified [0]	Specified [1]
Lessons at a musical school (e.g. instrumental or vocal lessons)	<input type="checkbox"/>	<input type="checkbox"/>
A course at the Volkshochschule [adult education establishment] (VHS)	<input type="checkbox"/>	<input type="checkbox"/>
A course at the youth art school	<input type="checkbox"/>	<input type="checkbox"/>
Other courses	<input type="checkbox"/>	<input type="checkbox"/>
Other courses, specifically:		

Variables

t27111a	Courses outside school: musical school (e.g. instrumental or singing classes)	
t27111b	Courses outside school: Volkshochschule (VHS)	
t27111c	Courses outside school: youth art school	
t27111s	Courses outside school: other courses, specifically:	
t27111t	Courses outside school: other courses, open	

2.4 Special Schools - Version 2 (ID 45)

17 How often have you done the following things in the past 12 months?					
<i>Please tick a box in each line.</i>					
	Never [1]	Once [2]	2 to 3 times [3]	4 to 5 times [4]	More than 5 times [5]
a) Visited a museum or an art exhibition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Watched a movie at the cinema	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Visited an opera, ballet or classic concert	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Been to the theater?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Went to a rock or pop concert	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
t34009a	Participation in high culture: museum or art exhibition	
t34009b	Participation in high culture: cinema	
t34009c	Participation in high culture: opera, ballet, classical concert	
t34009d	Participation in high culture: theater	
t34009e	Participation in high culture: rock/pop concert	

2.5 Correspondance between questions (ID 32, 44, 45, 46)

Table 1 shows the correspondance between questions in the following questionnaires:

- ID 32: Students in regular schools, see section 2.1
- ID 44: Students in special schools, Version 1, see section 2.3
- ID 45: Students in special schools, Version 2, see section 2.4
- ID 46: Students in special schools, Version 3 (rotation of version 2)

Table 1: Correspondance between students' questions in wave 1

ID 32	Content	ID 44	ID 45	ID 46
1	Gender	1		
2	Year of birth	2		
3	Country of birth	3		
4	Age at migration	4		
5	Language of origin (L1)	5		
6	Satisfaction			
7	Estimation of health condition			
8	Self-esteem			
9	Household composition	6		
10	Household size	7		
11	Items at home	8		
12	Computer at home		8	12
13	Mother role	9		
14	Father role	10		
15	Country of birth mother and father	11		
16	Country of birth: maternal grandparents	12		
17	Country of birth: paternal grandparents	13		
18	Language of origin (L1) mother	14		
19	Language of origin (L1) father	15		
20	Idealistic educational aspirations (graduation level)			
21	Spent time on homework and learning			
22	Support by parents with homework			
23	Frequency of support		7	11
24	Missing school days because of sickness			
25	Repeated classes	16		
26	Favorite subject	17		
27	Subjective evaluation of success school		6	10
28	Grades	18		
29	Realistic educational aspiration (graduation level)			
30	Elementary school in comparison to current school			
31	Elementary school in comparison to current school			
32	Interaction German teacher		9	6
33	Interaction German teacher		10	7
34	Interaction German teacher			
35	Interaction German teacher		11	8
36	Interaction German teacher		12	9
37	Quantity reading		1	13

continued ...

2.5 Correspondance between questions (ID 32, 44, 45, 46)

Table 1 (continued)

ID 32	Content	ID 44	ID 45	ID 46
38	Quality of reading (genres)		2	14
39	Quality/quantity of journals and magazines			
40	Number of books		3	15
41	Social reading behavior			
42	Reading for enjoyment / reading out of interest		4	16
43	Reading self-concept		5	17
44	Cultural involvement			
45	Frequency of doing sports		13	1
46	Kind of sport		14	2
47	Place of doing this kind of		15	3
48	Attending courses outside of school		16	4
49	Attending events		17	5
50	Making music			
51	Listening to classical music			
52	Filter for migration-specific speech items	19		
53	Subjective language competence language of origin	20		
54	Language of interaction	21		
55	Reading: language	22		
56	Subjective language competence German	23		
57	Begin 2nd language learning German	24		
58	Notes and comments on NEPS	25		

3 Teachers

3.1 General questionnaire (ID 33)

About you

We would like to ask you some brief personal questions.

3 How long have you been working at your current job?		
<i>Please subtract longer periods of work interruptions and round them up to full years. Please enter the figures aligned to the right.</i>		
[Years at this school]	_ _	
Range: 0 - 99		
[Years overall]	_ _	
Range: 0 - 99		
Variables		
e229821_D	Time in occupation at school (years, categorized)	pEducator
e229820_D	Work in occupation (years, categorized)	pEducator
e229821_R	Time in occupation - school	pEducator
e229820_R	Time in occupation - overall	pEducator

Questions regarding classes and learning

In the following, we are interested in your assessment of the following aspects of school work, classes and learning.

About you

We would like to ask you some brief personal questions.

3 How long have you been working at your current job?	
<i>Please subtract longer periods of work interruptions and round them up to full years. Please enter the figures aligned to the right.</i>	
[Years at this school]	__ __
Range: 0 - 99	
[Years overall]	__ __
Range: 0 - 99	

Variables		
e229821_D	Time in occupation at school (years, categorized)	pEducator
e229820_D	Work in occupation (years, categorized)	pEducator
e229821_R	Time in occupation - school	pEducator
e229820_R	Time in occupation - overall	pEducator

Questions regarding classes and learning

In the following, we are interested in your assessment of the following aspects of school work, classes and learning.

7 What factors, from your own experience, have a major impact on the academic achievement of the students? How important is ...

Please check a box in each line.

	Very unimportant [1]	Rather unimportant [2]	Rather important [3]	Very important [4]
... the parents' financial situation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... the willingness of the students to make an effort?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... the parents' educational background?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... the mother's employment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... the child's talent?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... the child's language proficiency?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... the method of teaching?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... the coordination among the teachers teaching in that class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... the teaching quality?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
e22683a	Importance of impact factors: Parents' financial situation	pEducator
e22683b	Importance of impact factors: Willingness to make an effort	pEducator
e22683c	Importance of impact factors: Parents' educational background	pEducator
e22683d	Importance of impact factors: Mother's employment	pEducator
e22683e	Importance of impact factors: Child's talent	pEducator
e22683f	Importance of impact factors: Language proficiency	pEducator
e22683g	Importance of impact factors: Method of teaching	pEducator
e22683h	Importance of impact factors: Coordination among teachers	pEducator
e22683i	Importance of impact factors: Teaching quality	pEducator

3.1 General questionnaire (ID 33)

8 In what areas do you experience stress during class and during the preparation of classes?					
<i>Please checkk a box in each line.</i>					
	Not stressful at all [1]	Rather not stressful [2]	In the middle [3]	Rather stressful [4]	Very stressful [5]
Different learning abilities of the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Methodical requirements for classroom management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uninterested or undisciplined behavior of the students in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time pressure in class due to the large volume of subject matter to be covered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The effort needed for planning classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
ed1008a	Stress in lesson - learning ability	pEducator
ed1008b	Stress in lesson - methods	pEducator
ed1008c	Stress in lesson - students' behavior	pEducator
ed1008d	Stress in lesson - time pressure	pEducator
ed1008e	Stress in lesson - planning	pEducator

9 What is a stress factor for you at work at your school?					
<i>Please checkk a box in each line.</i>					
	Does not apply [1]	Hardly applies [2]	Partially applies [3]	Applies completely [4]	Not a stress factor [5]
Lack of vocational appreciation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Few opportunities for career advancement at the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competition among colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
ed1009a	Stress at school - appreciation	pEducator
ed1009b	Stress at school - opportunities for advancement	pEducator
ed1009c	Stress at school - competition	pEducator

10 In what way and how often do you and your colleagues cooperate on a regular basis at your school?

Please check a box in each line.

	Never [1]	Less than once a year [2]	Once a year [3]	Three to four times a year [4]	Monthly [5]	Weekly [6]
a) Preparing teaching/learning materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Preparing teaching units	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Evaluating and discussing the learning progress of individual students together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Planning classes together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
ed1010a	Colleagues - cooperation, teaching material	pEducator
ed1010b	Colleagues - cooperation, teaching units	pEducator
ed1010c	Colleagues - cooperation, evaluation	pEducator
ed1010d	Colleagues - cooperation, planning	pEducator

3.1 General questionnaire (ID 33)

11 To what extent do the following statements apply to you?

Please check a box in each line.

	Does not apply at all [1]	Does not really apply [2]	Applies to some extent [3]	Applies completely [4]
I fully enjoy my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On some days, I have to force myself to go to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I had to plan my life all over again, I would become a teacher again.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am relieved when I close the school door behind me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am very satisfied with my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spare time and hobbies give me more satisfaction than my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can imagine other jobs that I would prefer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I only slightly enjoy my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can hardly cope with the tension of the teaching profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

ed1011a	Attitude towards occupation - enjoyment	pEducator
ed1011b	Attitude towards occupation - overcoming	pEducator
ed1011c	Attitude towards occupation - occupational choice	pEducator
ed1011d	I am relieved when I close the school door behind me.	pEducator
ed1011e	Attitude towards occupation - contentment	pEducator
ed1011f	Attitude towards occupation - satisfaction	pEducator
ed1011g	I can imagine other jobs that I would prefer.	pEducator
ed1011h	Attitude towards occupation - minor enjoyment	pEducator
ed1011i	Attitude towards occupation - tension	pEducator

Questions regarding your course of university education

As you know, not all teachers have completed a university education for teaching professions or taken their state examinations. Therefore, we would like to ask you some questions regarding your teaching training.

18 In which federal state did you acquire your higher education entrance qualification?*Please tick only one answer.*

Baden-Wuerttemberg [8]	<input type="checkbox"/>
Bavaria [9]	<input type="checkbox"/>
Brandenburg [12]	<input type="checkbox"/>
Berlin [11]	<input type="checkbox"/>
Hamburg [2]	<input type="checkbox"/>
Hesse [6]	<input type="checkbox"/>
Bremen [4]	<input type="checkbox"/>
Mecklenburg-Western Pomerania [13]	<input type="checkbox"/>
Lower Saxony [3]	<input type="checkbox"/>
North Rhine-Westphalia [5]	<input type="checkbox"/>
Rhineland-Palatinate [7]	<input type="checkbox"/>
Schleswig-Holstein [1]	<input type="checkbox"/>
Thuringia [16]	<input type="checkbox"/>
Saxony-Anhalt [15]	<input type="checkbox"/>
Saarland [10]	<input type="checkbox"/>
Saxony [14]	<input type="checkbox"/>
<i>nicht in Deutschland [17]</i>	<input type="checkbox"/>

Variables

e537030_R	Federal state higher education entrance qualification (Federal state)	pEducator
e537030_D	Federal state higher education entrance qualification (West/East)	pEducator

3.1 General questionnaire (ID 33)

19 With what grade did you acquire your higher education entrance qualification?

Please state the grade to one decimal point.

[Grade of higher education entrance qualification] |__| , |__|

Range: 1.0 - 4.0

Not marked
[0]

No final grade
received [1]

Variables

e537041	Grade higher education entrance qualification	pEducator
---------	---	-----------

e537042	No grade specified	pEducator
---------	--------------------	-----------

35	In what federal state did you pass your second state examination in the university education program for teaching professions (or also in the teacher training in the GDR)?
<i>Please tick only one answer.</i>	
Baden-Wuerttemberg [8]	<input type="checkbox"/>
Bavaria [9]	<input type="checkbox"/>
Brandenburg [12]	<input type="checkbox"/>
Berlin [11]	<input type="checkbox"/>
Hamburg [2]	<input type="checkbox"/>
Hesse [6]	<input type="checkbox"/>
Bremen [4]	<input type="checkbox"/>
Mecklenburg-Western Pomerania [13]	<input type="checkbox"/>
Lower Saxony [3]	<input type="checkbox"/>
North Rhine-Westphalia [5]	<input type="checkbox"/>
Rhineland-Palatinate [7]	<input type="checkbox"/>
Schleswig-Holstein [1]	<input type="checkbox"/>
Thuringia [16]	<input type="checkbox"/>
Saxony-Anhalt [15]	<input type="checkbox"/>
Saarland [10]	<input type="checkbox"/>
Saxony [14]	<input type="checkbox"/>
<i>nicht in Deutschland [17]</i>	<input type="checkbox"/>

Variables		
e537200_R	Federal state second state examination (Federal state)	pEducator
e537200_D	Federal state second state examination (West/East)	pEducator

Questions about vocational further education

We would like to ask you some questions on different aspects of vocational further education.

3.1 General questionnaire (ID 33)

42 Have you received financial compensation for attending further education programs during the past 12 months?

Please checkkk the applicable.

Yes [1]

No [2]

Variables

e22282x

Teacher: Further education: financial compensation

pEducator

3.2 Class Teachers (ID 34)

Questions about the composition of the class

The educational work is dependent on the composition of the students in the classes. We therefore in the following want to ask you some questions about the student population in your class. Where no exact information is available, please estimate.

4 If you do not know the exact amount: What is the approximate amount of students with a migrant background in your class?		
<i>Please check only one answer.</i>		
Almost none [2]	<input type="checkbox"/>	
None [1]	<input type="checkbox"/>	
Approximately half [4]	<input type="checkbox"/>	
Less than half [3]	<input type="checkbox"/>	
More than half [5]	<input type="checkbox"/>	
Almost all [6]	<input type="checkbox"/>	
Does not apply, as I am sure the amount mentioned in question 3 is accurate. [8]	<input type="checkbox"/>	
All [7]	<input type="checkbox"/>	
Variables		
e451010	Class: number of students with a migration background (approximately)	pCourseClass

Questions about the composition of the class

The educational work is dependent on the composition of the students in the classes. We therefore in the following want to ask you some questions about the student population in your class. Where no exact information is available, please estimate.

4	If you do not know the exact amount: What is the approximate amount of students with a migrant background in your class?	
<i>Please check only one answer.</i>		
Almost none [2]	<input type="checkbox"/>	
None [1]	<input type="checkbox"/>	
Approximately half [4]	<input type="checkbox"/>	
Less than half [3]	<input type="checkbox"/>	
More than half [5]	<input type="checkbox"/>	
Almost all [6]	<input type="checkbox"/>	
Does not apply, as I am sure the amount mentioned in question 3 is accurate. [8]	<input type="checkbox"/>	
All [7]	<input type="checkbox"/>	

Variables		
e451010	Class: number of students with a migration background (approximately)	pCourseClass

5 How many students in your class come from families from a ...

Please tick only one answer. Please enter the figures aligned to the right.

... rather lower social class? [students] |__|__| Students

Range: 0 - 99

... rather middle social class? [students] |__|__| Students

Range: 0 - 99

... rather higher social class? [students] |__|__| Students

Range: 0 - 99

Variables

e79201a_R	Class: Amount from lower social class	pCourseClass
e79201a_D	Students: Percentage from lower social class	pCourseClass
e79201b_R	Class: Amount from middle social class	pCourseClass
e79201b_D	Students: Percentage from middle social class	pCourseClass
e79201c_R	Class: Amount from higher social class	pCourseClass
e79201c_D	Students: Percentage from higher social class	pCourseClass

6 How many students in your class have at least one parent with a higher education degree?

Please enter the figures aligned to the right.

[Students with at least one parent with a higher education degree] |__|__|

Range: 0 - 99

Variables

e79202a_R	Students with at least one parent with a higher education degree	pCourseClass
e79202a_D	Percentage of students where at least one parent has graduated from college	pCourseClass

Questions about the career and vocational training choice in the 9th grade

Attention. Please answer the following question only if you are a homeroom teacher of the 9th grade.

3.2 Class Teachers (ID 34)

11 How do you support the career and vocational training choice of the students in your class?

Please tick a box in each line.

	Yes [1]	No [2]
Do you instruct the students on how to write applications for apprenticeships or secondary schools?	<input type="checkbox"/>	<input type="checkbox"/>
Do you maintain contact with potential apprenticeship companies?	<input type="checkbox"/>	<input type="checkbox"/>
Do you feel responsible for all of your students to get a secondary educational or vocational training opportunity after they have left school?	<input type="checkbox"/>	<input type="checkbox"/>
Do you pick career or vocational training opportunities as a central topic at parent-teacher conferences?	<input type="checkbox"/>	<input type="checkbox"/>
Do you discuss the individual opportunities available to the students?	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
ef0001a	Assist in writing job applications	pCourseClass
ef0001b	Contact with potential apprenticeship companies	pCourseClass
ef0001c	Feel responsible	pCourseClass
ef0001d	Topic career choice parent-teacher conferences	pCourseClass
ef0001e	Discuss individual opportunities	pCourseClass

3.3 German Teachers (ID 35)

General questions about German lessons

First of all, we would like to ask you questions on how you conduct and organize German lessons in your class. Therefore, we have some questions on the teaching structure, your teaching methods and the type of performance assessment.

1 How many hours of regular German lessons per week are planned this term and how many minutes are in a lesson?

Please enter the figures aligned to the right.

Amount of lessons

Range: 0 - 99

Minutes per lesson

Range: 0 - 99

Variables	
ed0001h	Amount of German lessons (number)
ed0001m	Minutes per German lesson (minutes)

2 How many hours of additional remedial German lessons per week are planned this term?

If no additional remedial German lessons are planned, please enter "Zero" (0). Please enter the figures aligned to the right.

Amount of lessons

Range: 0 - 99

Variables	
ed0002h	Amount of remedial German lessons (number)

3 How many of the planned German lessons have been canceled in the current school year so far?

If no German lessons were canceled, please enter "Zero" (0). Please enter the figures aligned to the right.

Amount of lessons

Range: 0 - 99

Variables	
ed0003h	Amount of canceled German lessons (number)

General questions about German lessons

First of all, we would like to ask you questions on how you conduct and organize German lessons in your class. Therefore, we have some questions on the teaching structure, your teaching methods and the type of performance assessment.

1 How many hours of regular German lessons per week are planned this term and how many minutes are in a lesson?

Please enter the figures aligned to the right.

Amount of lessons |

Range: 0 - 99

Minutes per lesson |

Range: 0 - 99

Variables

ed0001h	Amount of German lessons (number)	
ed0001m	Minutes per German lesson (minutes)	

2 How many hours of additional remedial German lessons per week are planned this term?

If no additional remedial German lessons are planned, please enter "Zero" (0). Please enter the figures aligned to the right.

| Amount of lessons

Range: 0 - 99

Variables

ed0002h	Amount of remedial German lessons (number)	
---------	--	--

3 How many of the planned German lessons have been canceled in the current school year so far?

If no German lessons were canceled, please enter "Zero" (0). Please enter the figures aligned to the right.

| Amount of lessons

Range: 0 - 99

Variables

ed0003h	Amount of canceled German lessons (number)	
---------	--	--

4 How often do you use the following social methods of learning in this German class?

Please tick a box in each line.

	Never [1]	Once or twice per school year [2]	Every few months [3]	Every two to four weeks [4]	Once per week [5]	(Almost) every lesson [6]
a) Work with small student groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Partner work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Discussion rounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Small same gender groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Students acting as tutors ("Learning by Teaching", peer tutoring)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Project-based learning: the students work in groups on a certain topic and then present the results of their work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) The class and I have discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) The students work on work sheets by themselves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) One student presents something to the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) I explain something to the entire class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
ed0004a	Social methods - student groups	
ed0004b	Social methods - partner work	
ed0004c	Social methods - discussion rounds	
ed0004d	Social methods - same gender groups	
ed0004e	Social methods - tutoring	
ed0004f	Social methods - project-based learning	
ed0004g	Social methods - discussion	
ed0004h	Social methods - individual work	
ed0004i	Social methods - presentation	
ed0004j	Social methods - explaining	

3.3 German Teachers (ID 35)

5 How often do the following statements apply to German lessons in your class? The students ...					
<i>Please tick a box in each line.</i>					
	Very rarely [1]	Rarely [2]	Sometimes [3]	Often [4]	Very often [5]
... have the freedom to develop their own understanding during reading and writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... consciously and purposefully discuss things with me and their classmates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... are requested to comment orally, express their own views or personal impressions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... are asked questions that show if they have understood the subject matter in depth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... are asked questions that show if they are able to critically assess and analyze the subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... may steer discussions in new directions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... are requested by me to relate to the questions and comments of their classmates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... actually relate to the questions and comments of their classmates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... provide counterarguments, comments or opinions to their classmates or to my own statements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... question the interpretation of texts (e.g. by showing alternative perspectives).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... are asked questions during which the subject matter has to be critically reviewed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
ed0005a	Cognitive activation - own understanding	
ed0005b	Cognitive activation - targeted discussion	
ed0005c	Cognitive activation - expression of opinion	
ed0005d	Cognitive activation - in-depth understanding	
ed0005e	Cognitive activation - analysis and assessment	
ed0005f	Cognitive activation - new discussions	
ed0005g	Cognitive activation - relate to comments1	
ed0005h	Cognitive activation - relate to comments2	
ed0005i	Cognitive activation - counterarguments	
ed0005j	Cognitive activation - critical interpretation	
ed0005k	Cognitive activation - critical reflection	

6 To what extent do the following statements apply to the assignments you give your students during German lessons?

Please tick a box in each line.

	Does not apply at all [1]	Does not really apply [2]	Partially applies [3]	Applies to some extent [4]	Applies completely [5]
a) I give them assignments that do not only involve the identification of standard solutions but also the selection of the right approach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I give them assignments in which the students need time to think in order to find solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I give them assignments in which the students have to show different approaches.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I give them assignments that require explanations and in depth comments rather than simple solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

ed0006a	Assignments - solution right approach	
ed0006b	Assignments - time to solve	
ed0006c	Assignments - different approaches	
ed0006d	Assignments - explanations rather than simple solutions	

3.3 German Teachers (ID 35)

7 How often do you use the following types of learning success control methods in your German lesson?

Please tick a box in each line.

	Never [1]	Once or twice per school year [2]	Every few months [3]	Every two to four weeks [4]	Once per week [5]	(Almost) every lesson [6]
Tests developed by me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parallel/comparative tests, i.e. the same tests for all classes and learning groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observation of oral participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral testing of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diagnostic tests or externally developed standardized tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project-based work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Homework, home assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student folders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Portfolio of the learning process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

ed0007a	Learning success control - tests	
ed0007b	Learning success control - comparative class tests	
ed0007c	Learning success control - oral participation	
ed0007d	Learning success control - oral testing	
ed0007e	Learning success control - diagnostic tests	
ed0007f	Learning success control - project-based work	
ed0007g	Learning success control - homework	
ed0007h	Learning success control - student folders	
ed0007i	Learning success control - portfolios	

8 For what purpose have you used the following types of learning success control methods?

If you do not use any of the following types of learning success control methods, do not tick anything in the respective line. In each line multiple answers are possible.

	Not checked [0]	Checked [1]
Tests developed by me [for grading]	<input type="checkbox"/>	<input type="checkbox"/>
Tests developed by me [to check whether the students have done their work properly]	<input type="checkbox"/>	<input type="checkbox"/>
Tests developed by me [to use the results for lesson planning and/or select new assignments and exercises]	<input type="checkbox"/>	<input type="checkbox"/>

3 Teachers

Tests developed by me [to analyze mistakes of weaker students]	<input type="checkbox"/>	<input type="checkbox"/>
Parallel/comparative tests, i.e. the same tests for all classes and learning groups [for grading]	<input type="checkbox"/>	<input type="checkbox"/>
Parallel/comparative tests, i.e. the same tests for all classes and learning groups [to check whether the students have done their work properly]	<input type="checkbox"/>	<input type="checkbox"/>
Parallel/comparative tests, i.e. the same tests for all classes and learning groups [to use the results for lesson planning and/or select new assignments and exercises]	<input type="checkbox"/>	<input type="checkbox"/>
Parallel/comparative tests, i.e. the same tests for all classes and learning groups [to analyze mistakes of weaker students]	<input type="checkbox"/>	<input type="checkbox"/>
Observation of oral participation [for grading]	<input type="checkbox"/>	<input type="checkbox"/>
Observation of oral participation [to check whether the students have done their work properly]	<input type="checkbox"/>	<input type="checkbox"/>
Observation of oral participation [to use the results for lesson planning and/or select new assignments and exercises]	<input type="checkbox"/>	<input type="checkbox"/>
Observation of oral participation [to analyze mistakes of weaker students]	<input type="checkbox"/>	<input type="checkbox"/>
Oral testing of students [for grading]	<input type="checkbox"/>	<input type="checkbox"/>
Oral testing of students [to check whether the students have done their work properly]	<input type="checkbox"/>	<input type="checkbox"/>
Oral testing of students [to use the results for lesson planning and/or select new assignments and exercises]	<input type="checkbox"/>	<input type="checkbox"/>
Oral testing of students [to analyze mistakes of weaker students]	<input type="checkbox"/>	<input type="checkbox"/>
Diagnostic tests or externally developed standardized tests [for grading]	<input type="checkbox"/>	<input type="checkbox"/>
Diagnostic tests or externally developed standardized tests [to check whether the students have done their work properly]	<input type="checkbox"/>	<input type="checkbox"/>
Diagnostic tests or externally developed standardized tests [to use the results for lesson planning and/or select new assignments and exercises]	<input type="checkbox"/>	<input type="checkbox"/>
Diagnostic tests or externally developed standardized tests [to analyze mistakes of weaker students]	<input type="checkbox"/>	<input type="checkbox"/>

3.3 German Teachers (ID 35)

Project-based work [for grading]	<input type="checkbox"/>	<input type="checkbox"/>
Project-based work [to check whether the students have done their work properly]	<input type="checkbox"/>	<input type="checkbox"/>
Project-based work [to use the results for lesson planning and/or select new assignments and exercises]	<input type="checkbox"/>	<input type="checkbox"/>
Project-based work [to analyze mistakes of weaker students]	<input type="checkbox"/>	<input type="checkbox"/>
Homework, home assignments [for grading]	<input type="checkbox"/>	<input type="checkbox"/>
Homework, home assignments [to check whether the students have done their work properly]	<input type="checkbox"/>	<input type="checkbox"/>
Homework, home assignments [to use the results for lesson planning and/or select new assignments and exercises]	<input type="checkbox"/>	<input type="checkbox"/>
Homework, home assignments [to analyze mistakes of weaker students]	<input type="checkbox"/>	<input type="checkbox"/>
Student folders [for grading]	<input type="checkbox"/>	<input type="checkbox"/>
Student folders [to check whether the students have done their work properly]	<input type="checkbox"/>	<input type="checkbox"/>
Student folders [to use the results for lesson planning and/or select new assignments and exercises]	<input type="checkbox"/>	<input type="checkbox"/>
Student folders [to analyze mistakes of weaker students]	<input type="checkbox"/>	<input type="checkbox"/>
Portfolio of the learning progress [for grading]	<input type="checkbox"/>	<input type="checkbox"/>
Portfolio of the learning progress [to check whether the students have done their work properly]	<input type="checkbox"/>	<input type="checkbox"/>
Portfolio of the learning progress [to use the results for lesson planning and/or select new assignments and exercises]	<input type="checkbox"/>	<input type="checkbox"/>
Portfolio of the learning progress [to analyze mistakes of weaker students]	<input type="checkbox"/>	<input type="checkbox"/>
Variables		

3 Teachers

ed0108a	Purpose of tests - grading	
ed0208a	Purpose of tests - control	
ed0308a	Purpose of tests - planning	
ed0408a	Purpose of tests - mistake analysis	
ed0108b	Purpose of the comparative class tests: grading	
ed0208b	Purpose of the comparative class tests: checking	
ed0308b	Purpose of the comparative class tests: planning	
ed0408b	Purpose of the comparative class tests: mistake analysis	
ed0108c	Purpose of participation - grading	
ed0208c	Purpose of participation - control	
ed0308c	Purpose of participation - planning	
ed0408c	Purpose of participation - planning	
ed0108d	Purpose of oral test - grading	
ed0208d	Purpose of oral test - control	
ed0308d	Purpose of oral test - planning	
ed0408d	Purpose of oral test - mistake analysis	
ed0108e	Purpose of diagnostic tests: grading	
ed0208e	Purpose of diagnostic tests: control	
ed0308e	Purpose of diagnostic tests: planning	
ed0408e	Purpose of diagnostic tests: mistake analysis	
ed0108f	Purpose of project-based work - grading	
ed0208f	Purpose of project-based work - control	
ed0308f	Purpose of project-based work - planning	
ed0408f	Purpose of project-based work - mistake analysis	
ed0108g	Purpose of the homework - grading	
ed0208g	Purpose of the homework - control	
ed0308g	Purpose of the homework - planning	
ed0408g	Purpose of the homework - mistake analysis	
ed0108h	Student folders: grading	
ed0208h	Purpose of the student folders - control	
ed0308h	Purpose of the student folders - planning	
ed0408h	Purpose of the student folders - mistake analysis	
ed0108i	Purpose of the portfolio - grading	
ed0208i	Purpose of the portfolio - control	
ed0308i	Purpose of the portfolio - planning	
ed0408i	Purpose of the portfolio - mistake analysis	

3.3 German Teachers (ID 35)

9 To what extent do the following statements apply to your German lessons in this class?					
<i>Please tick a box in each line.</i>					
	Does not apply at all [1]	Does not really apply [2]	Partially applies [3]	Applies to some extent [4]	Applies completely [5]
a) I demand considerably less from students who are less capable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I form groups of students with similar capabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I form groups of students with different capabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I give students homework ranging in complexity based on their capability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I allow students who work faster to move on to the next assignment while I am still practicing or reviewing things with the ones that work slower.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) If students have difficulties in understanding, I give them additional assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) I give more capable students extra assignments that are really challenging for them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
ed0009a	Student groups - demands
ed0009b	Student groups - similar capabilities
ed0009c	Student groups - different capabilities
ed0009d	Student groups - different homework
ed0009e	Student groups - slow/fast students
ed0009f	Student groups - additional assignments
ed0009g	Student groups - extra assignments

Questions about spelling lessons

At lower secondary level, the survey of competencies in the language, particularly in spelling, is a core feature of the NEPS study. Therefore, we are interested in finding out how you address spelling as a central topic in German lessons.

10 In German lessons, how much time on average do you spend on spelling?*Please tick only one answer.*None [1] Just a small portion [2] About one-fourth [3] About one-third [4] About one-half [5] More than half [6]

Variables

ed00100 Time (week) for spelling

11 Do you consider the teaching time available for spelling sufficient?*Please tick only one answer.*I would need a little more time [2] I would need much more time [3] I would not need more time [1]

Variables

ed00110 Required time spelling

12 How much spelling homework do you give students on average per week?*If you do not give any spelling homework, please enter "Zero" (0). Please enter the figures aligned to the right.*

Minutes per week of spelling homework |__|__|__|

Range: 0 - 999

Variables

ed0012m Spelling homework per week (minutes)

3.3 German Teachers (ID 35)

13 How often does the following occur in your spelling lessons?					
<i>Please tick a box in each line.</i>					
	Very rarely [1]	Rarely [2]	Sometimes [3]	Often [4]	Very often [5]
I explain spelling rules to the entire class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Everyone works on his/her individual spelling problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The students practice spelling rules with partners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The students work independently on spelling work sheets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We discuss spelling phenomena as a central topic together in spelling groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
ed0013a	Methods spelling lessons - explaining rules - frontal	
ed0013b	Methods spelling lessons - individual work	
ed0013c	Methods spelling lessons - practicing rules - partners	
ed0013d	Methods spelling lessons - worksheets - independent	
ed0013e	Methods spelling lessons - discussing spelling	

14 To what extent do you agree with the following statements?

Please tick a box in each line.

	Disagree [1]	Rather disagree [2]	Rather agree [3]	Agree [4]
In German spelling there are more exceptions than rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
German spelling is mainly structured logically and understandably.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In order to master German spelling, you have to memorize a lot.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spelling competence will promote reading competence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spelling competence will promote the writing of texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spelling competence will positively influence oral linguistic competence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faulty spelling will affect my judgment of a student's text in terms of content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students who read a lot will exhibit confident spelling abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
ed0014a	Attitude (teacher) - spelling - more exceptions	
ed0014b	Attitude (teacher) - spelling - logical and understandable	
ed0014c	Attitude (teacher) - spelling - memorizing	
ed0014d	Attitude (teacher) - spelling - promotes reading	
ed0014e	Attitude (teacher) - spelling - promotes writing	
ed0014f	Attitude (teacher) - spelling - promotes linguistics	
ed0014g	Attitude (teacher) - spelling - affects judgment of content	
ed0014h	Attitude (teacher) - spelling - reading a lot	

3.3 German Teachers (ID 35)

15 What knowledge do you impart to your students during spelling lessons?					
<i>Please tick a box in each line.</i>					
	Very rarely [1]	Rarely [2]	Sometimes [3]	Often [4]	Very often [5]
Knowledge of rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of solving problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, specifically:  _____					

Variables		
ed0015a	Spelling knowledge - rules	
ed0015b	Spelling knowledge - problem solving	
ed0015x	Spelling knowledge - other	
ed0015c	Strategies- other: open	

16 What strategies and methods do you impart onto your students?					
<i>Please tick a box in each line.</i>					
	Very rarely [1]	Rarely [2]	Sometimes [3]	Often [4]	Very often [5]
Deriving spelling from speaking clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Memorizing word spelling by practicing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Memorizing techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using dictionaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using PC spelling aids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deriving spelling based on the stem principle (final devoicing, umlauts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analyzing complex words (prefix and suffix as well as conjugation and declination endings)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, specifically:  _____					

Variables		
ed0016a	Strategies - deriving (from speaking)	
ed0016b	Strategies - memorizing (by practicing)	
ed0016c	Strategies - memorizing techniques	
ed0016d	Strategies - dictionaries	
ed0016e	Strategies - PC spelling aids	
ed0016f	Strategies - stem principle	
ed0016g	Strategies - word analysis	
ed0016x	Strategies - other	
ed0016h	Strategies- other: open	

3.3 German Teachers (ID 35)

17 How often does the following occur in your spelling lessons?					
<i>Please tick a box in each line.</i>					
	Very rarely [1]	Rarely [2]	Sometimes [3]	Often [4]	Very often [5]
a) I give the students time to exchange views on spelling problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I give the students time to help each other with spelling problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I encourage the students to independently present their spelling problems in the lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I encourage the students to discuss spelling problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I ask the students not only to give the right answer but also to provide an explanation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
ed0017a	Occurrence - time for exchange	
ed0017b	Occurrence - mutual help	
ed0017c	Occurrence - independence	
ed0017d	Occurrence - discussion	
ed0017e	Occurrence - explanation	

18 What is the basis for the assessment of your students' spelling performance?					
<i>Please tick a box in each line.</i>					
	Very rarely [1]	Rarely [2]	Sometimes [3]	Often [4]	Very often [5]
a) I have the students do dictations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I use standardized tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I use essay corrections.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I assess spelling in portfolios, project work and homework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
ed0018a	Assessment by dictations	
ed0018b	Assessment by standardized tests	
ed0018c	Assessment by essay correction	
ed0018d	Assessment by assignments	

19 I teach the following control strategies in my spelling lessons:

Please tick a box in each line.

	Very rarely [1]	Rarely [2]	Sometimes [3]	Often [4]	Very often [5]
a) Controlling with the aid of dictionaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Controlling in partner work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Controlling by applying the rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Controlling with the aid of PC spelling aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

ed0019a	Control strategies - dictionaries	
ed0019b	Control strategies - partner work	
ed0019c	Control strategies - rules	
ed0019d	Control strategies - PC spelling aid	

20 How do you handle students who are not yet sufficiently proficient in spelling at the beginning of fifth grade? If all students you are teaching are sufficiently proficient in spelling, please continue to question 21.

Please tick a box in each line.

	Does not apply [1]	Does not really apply [2]	Applies to some extent [3]	Does apply [4]
I am not able to take these students into consideration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I teach differentiated spelling lessons and consider the remedial needs of these students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have the students participate in in-house remedial spelling lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

ed0020a	Remedial needs - no consideration	
ed0020b	Remedial needs - differentiate	
ed0020c	Remedial needs - in-house remediation	

3.3 German Teachers (ID 35)

21 How do you judge the possibilities in your school of promoting students with insufficient spelling proficiency?

Please tick a box in each line.

	Does not apply [1]	Does not really apply [2]	Applies to some extent [3]	Does apply [4]
a) Remedial teaching time is available.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Remedial teaching measures are available in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Certain further education programs are available for teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

ed0021a	Weaker students - remedial teaching time	
ed0021b	Weaker students - remedial teaching measures	
ed0021c	Weaker students - further education programs	

22 To what extent do you agree with the following statements?

Please tick a box in each line.

	Disagree [1]	Rather disagree [2]	Rather agree [3]	Agree [4]
a) Good spelling is important for success in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Good spelling is important for private life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Good spelling is important for career opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Spelling is a "necessary evil" for students and teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

ed0022a	Importance spelling - success in school	
ed0022b	Importance spelling - private life	
ed0022c	Importance spelling - career opportunities	
ed0022d	Importance spelling - necessary evil	

23 And what do you think about the following statements?

Please tick a box in each line.

	Disagree [1]	Rather disagree [2]	Rather agree [3]	Agree [4]
a) I am confident with the new German spelling rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I enjoy teaching spelling lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) The time spent on spelling lessons is worth the effort considering the students' success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

ed0023a	Attitude (teacher) - confidence	
ed0023b	Attitude (teacher) - enjoy teaching	
ed0023c	Attitude (teacher) - time required is worth it	

24 Do you have any comments on NEPS and/or this questionnaire? We appreciate any and all kinds of critique and comments!



Variables

ed00240	Remarks and comments on NEPS	
---------	------------------------------	--

4

Principals (ID 36)

General questions about the school

We would like first to ask you some questions about your school and its profile.

1 What administrative model does your school have? Is your school ...	
<i>Please checkk the applicable.</i>	
... private? [2]	<input type="checkbox"/>
... public? [1]	<input type="checkbox"/>

Variables		
h229000	School: administration	plnstitution

2 Is your school a ...	
<i>Please checkk only one answer.</i>	
Half-day school [1]	<input type="checkbox"/>
Half-day school with afternoon options [2]	<input type="checkbox"/>
Non-mandatory all-day school [3]	<input type="checkbox"/>
Partially mandatory all-day school [4]	<input type="checkbox"/>
Fully mandatory all-day school [5]	<input type="checkbox"/>

Variables		
h229001	School: structure - half-day all-day or the like	plnstitution

General questions about the school

We would like first to ask you some questions about your school and its profile.

1 What administrative model does your school have? Is your school ...		
<i>Please checkk the applicable.</i>		
... private? [2]		<input type="checkbox"/>
... public? [1]		<input type="checkbox"/>

Variables		
h229000	School: administration	pInstitution

2 Is your school a ...		
<i>Please checkk only one answer.</i>		
Half-day school [1]		<input type="checkbox"/>
Half-day school with afternoon options [2]		<input type="checkbox"/>
Non-mandatory all-day school [3]		<input type="checkbox"/>
Partially mandatory all-day school [4]		<input type="checkbox"/>
Fully mandatory all-day school [5]		<input type="checkbox"/>

Variables		
h229001	School: structure - half-day all-day or the like	pInstitution

3 Does your school have a special profile? If so, what?

Multiple answers possible. Please tick the applicable.

	Not specified [0]	Specified [1]
School has no special profile	<input type="checkbox"/>	<input type="checkbox"/>
Classic language profile	<input type="checkbox"/>	<input type="checkbox"/>
Modern language profile	<input type="checkbox"/>	<input type="checkbox"/>
Fine arts subjects	<input type="checkbox"/>	<input type="checkbox"/>
Natural sciences/math	<input type="checkbox"/>	<input type="checkbox"/>
Sports	<input type="checkbox"/>	<input type="checkbox"/>
Social sciences	<input type="checkbox"/>	<input type="checkbox"/>
Other special profile:	<input type="checkbox"/>	<input type="checkbox"/>
Other special profile, specifically:		

Variables		
h22901a	School: profile, none	pInstitution
h22901b	School: profile, classic language	pInstitution
h22901c	School: profile, modern language	pInstitution
h22901d	School: profile, fine arts	pInstitution
h22901e	School: profile, natural sciences/math	pInstitution
h22901f	School: profile, sports	pInstitution
h22901g	School: profile, social sciences	pInstitution
h22901h	School: profile, other	pInstitution
h22901t_O	School: profile, other, text	pInstitution

4 Does your school have a specific approach in the following areas? If yes, which?		
<i>Please check the applicable.</i>		
	Yes [1]	No [2]
Specific educational approach (e.g. Waldorf education):	<input type="checkbox"/>	<input type="checkbox"/>
 _____		
	Yes [1]	No [2]
Promotion of specific student groups (e.g. gifted people, grades of Hauptschule [basic secondary school] at special needs schools)	<input type="checkbox"/>	<input type="checkbox"/>
[Yes, specifically]:  _____		
	Yes [1]	No [2]
Integration of students with special educational needs (e.g. integration classes or individual integration):	<input type="checkbox"/>	<input type="checkbox"/>
[Yes, specifically]:  _____		
	Yes [1]	No [2]
Other specific approach of the school	<input type="checkbox"/>	<input type="checkbox"/>
[Yes, specifically]:  _____		

Variables		
h229002	School: approach, educational	pInstitution
h229003_O	School: approach, educational, text	pInstitution
h229004	School: approach, promotion	pInstitution
h229005_O	School: approach, promotion, text	pInstitution
h229006	School: approach, integration	pInstitution
h229007_O	School: approach, integration, text	pInstitution
h229008	School: approach, other	pInstitution
h229009_O	School: approach, other, text	pInstitution

5 What grade levels do you have at your school?

Please enter the figures aligned to the right.

From ... grade ... |__|__|

Range: 0 - 99

... to ... grade |__|__|

Range: 0 - 99

Variables

h229010	School: grade levels, minimum	pInstitution
h229011	School: grade levels, maximum	pInstitution

6 And how many classes do you have at your school this school year?

Please enter the figures aligned to the right.

Classes in the 5th grade |__|__|

Range: 0 - 99

Classes in the 9th grade |__|__|

Range: 0 - 99

Not specified
[0] Specified [1]

There is no 9th grade.

Variables

h229020	School: amount of 5th grade classes	pInstitution
h229022	School: amount of 9th grade classes: there is no 9th grade	pInstitution
h229021	School: amount of 9th grade classes	pInstitution

Questions about the environment

The environment of a school and cooperation with other institutions can affect the work of a school. We would like to therefore ask you some questions about these topics.

7 What is the settlement structure of your school's most important commuting area?

Please check only one box.

Medium-size town with much industry [6]	<input type="checkbox"/>
Industrial small town [4]	<input type="checkbox"/>
Medium-size town with little industry [5]	<input type="checkbox"/>
Major city, downtown [7]	<input type="checkbox"/>
Village in a purely rural area [1]	<input type="checkbox"/>
Super-regional commuting area [11]	<input type="checkbox"/>
Rural small town [3]	<input type="checkbox"/>
Village in the vicinity of a medium-size town or major city [2]	<input type="checkbox"/>
Major city, suburban area with mainly urban block housing structure [8]	<input type="checkbox"/>
Major city, urban surrounding area [10]	<input type="checkbox"/>
Major city, suburban area with mainly individual housing structure [9]	<input type="checkbox"/>

Variables		
h228000	School: structural data, settlement structure most important commuting area	pInstitution

8 How large is the municipality that forms your school's most important catchment area?

Please check only one answer.

5,001 to 20,000 inhabitants [3]	<input type="checkbox"/>
20,001 to 50,000 inhabitants [4]	<input type="checkbox"/>
Less than 2,000 inhabitants [1]	<input type="checkbox"/>
2,001 to 5,000 inhabitants [2]	<input type="checkbox"/>
100,001 to 500,000 inhabitants [6]	<input type="checkbox"/>
50,001 to 100,000 inhabitants [5]	<input type="checkbox"/>
More than 500,000 inhabitants [7]	<input type="checkbox"/>

Variables		
h228001	School: structural data: Municipality size most important catchment area	pInstitution

9 How many schools of the same type are within a 10 km radius of your school?

Please enter the figures aligned to the right.

|__|__| [Schools]

Range: 0 - 99

Variables

h228002	School: amount of schools of the same type in the vicinity	pInstitution
---------	--	--------------

10 How high do you estimate the amount of students that attend your school, even though a closer alternative to their place of residence (i.e. a school that offers the same course of education) is available?

Please enter the figures aligned to the right.

[% of students] |__|__|

Range: 0 - 99

Variables

h228003	School: structural data, amount of students with closer alternative	pInstitution
---------	---	--------------

11 Does you school maintain contact with the following facilities?			
<i>Please check a box in each line.</i>			
	No contacts [1]	Loose contact [2]	Intensive contacts [3]
Youth work establishments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational counseling center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Church	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(Youth) music schools, music clubs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sports clubs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Municipality, city hall, district office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Police	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Companies, businesses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Partner schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sister schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
h22800a	School: external contacts: youth work	pInstitution
h22800b	School: external contacts: educational counseling center	pInstitution
h22800c	School: external contacts: student assistance	pInstitution
h22800d	School: external contacts: church	pInstitution
h22800e	School: external contacts: music clubs	pInstitution
h22800f	School: external contacts: sports clubs	pInstitution
h22800g	School: external contacts: municipality	pInstitution
h22800h	School: external contacts: police	pInstitution
h22800i	School: external contacts: companies	pInstitution
h22800j	School: external contacts: partner schools	pInstitution
h22800k	School: external contacts: sister schools	pInstitution

Questions about the facilities

The educational work is also dependent on the equipment available. Therefore, we are interested in finding out about room situation the equipment with computers at your school. Where no exact information is available, please estimate.

12 Does your school have the following facilities?		
<i>Please check a box in each line.</i>		
	Yes [1]	No [2]
a) Gym	<input type="checkbox"/>	<input type="checkbox"/>
b) Swimming pool	<input type="checkbox"/>	<input type="checkbox"/>
c) Language laboratory	<input type="checkbox"/>	<input type="checkbox"/>
d) Auditorium or other large event room	<input type="checkbox"/>	<input type="checkbox"/>
e) Common rooms for students	<input type="checkbox"/>	<input type="checkbox"/>
f) Individual work stations for teachers	<input type="checkbox"/>	<input type="checkbox"/>
g) Library for students	<input type="checkbox"/>	<input type="checkbox"/>
h) Library for teachers	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
h22910a	School: facility: gym	pInstitution
h22910b	School: facility: swimming pool	pInstitution
h22910c	School: facility: language laboratory	pInstitution
h22910d	School: facility: auditorium	pInstitution
h22910e	School: facility: common rooms	pInstitution
h22910f	School: facility: individual work stations	pInstitution
h22910g	School: facility: student library	pInstitution
h22910h	School: facility: teacher library	pInstitution

13 Are there any room shortages in your school?	
<i>Please check only one box.</i>	
Yes, to a small extent [2]	<input type="checkbox"/>
Yes, to a great extent [1]	<input type="checkbox"/>
No [3]	<input type="checkbox"/>

Variables		
h229100	School: room situation shortages	pInstitution

14 How do you assess the quality and condition of school buildings in relation to the following aspects?				
<i>Please check a box in each line.</i>				
	Poor [1]	Rather poor [2]	Rather good [3]	Good [4]
a) Brightness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Size	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Functionality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Structural condition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
h229101	School: room situation, brightness	pInstitution
h229102	School: room situation, size	pInstitution
h229103	School: room situation, functionality	pInstitution
h229104	School: room situation, structural condition	pInstitution

15 Approximately, how many computers do you have at your school ...*Please enter the figures aligned to the right.*

... in total? |__|__|__| [Computers]

Range: 0 - 999

... available to the students? |__|__|__| [Computers]

Range: 0 - 999

... available only to the teaching staff? |__|__|__| [Computers]

Range: 0 - 999

... available only to the administration? |__|__|__| [Computers]

Range: 0 - 999

... with internet connection? |__|__|__| [Computers]

Range: 0 - 999

... with connection to a local network (LAN/Intranet)? |__|__|__| [Computers]

Range: 0 - 999

Variables

h22905a	School: facilities computers, total	pInstitution
h22905b	School: facilities computers, availability- students	pInstitution
h22905c	School: facilities computers, availability- teachers	pInstitution
h22905d	School: facilities computers, availability- administration	pInstitution
h22905e	School: facilities computers, internet connection	pInstitution
h22905f	School: facilities computers, local network	pInstitution

16 How many computer rooms do you have in your school?*Please enter the figures aligned to the right.*

|__|__| [Computer rooms]

Range: 0 - 99

Variables

h229050	School: facilities, amount of computer rooms	pInstitution
---------	--	--------------

17 Please refer to all computers in your school when answering the following two questions. How old are the computers in your school?

Please enter the figures aligned to the right.

a) Less than 2 years old |__|__|__| [Computers]
Range: 0 - 999

b) Older than 2 years |__|__|__| [Computers]
Range: 0 - 999

Variables		
h229051	School: facilities, computers, less than 2 years	pInstitution
h229052	School: facilities, computers, older than 2 years	pInstitution

18 How many computers are in ...

Please enter the figures aligned to the right.

... the classrooms? |__|__|__|
Range: 0 - 999

... the computer rooms? |__|__|
Range: 0 - 99

Variables		
h229053	School: facilities computers, in classrooms	pInstitution
h229054	School: facilities computer, in computer rooms	pInstitution

19 Does your school have its own homepage?

Please check the applicable.

Yes [1]

No [2]

Variables		
h229055	School: facilities, homepage	pInstitution

Questions about the teaching staff

The work of a school is primarily shaped by the teaching staff. We are therefore interested in the composition of your teaching staff and your opinion of the work at your school. Where no exact information is available, please estimate.

20 In total, how many teachers are employed at your school?

Please enter the figures aligned to the right.

[Teaching staff] |__|__|__|

Range: 0 - 999

Variables

h227000	School: teaching staff: amount of teachers	pInstitution
---------	--	--------------

21 How many are currently employed full-time?

Please enter the figures aligned to the right.

[Teachers in full-time employment] |__|__|__|

Range: 0 - 999

Variables

h227001	School: teaching staff: amount of full-time employees	pInstitution
---------	---	--------------

22 How many are employed part-time?

Please enter the figures aligned to the right.

[Teachers in part-time employment] |__|__|__|

Range: 0 - 999

Variables

h227002	School: teaching staff: amount of part-time employees	pInstitution
---------	---	--------------

23 How many trainee teachers are currently employed in your school?

Please enter the figures aligned to the right.

[Trainee teachers] |__|__|__|

Range: 0 - 999

Variables

h227003	School: teaching staff: amount of trainee teachers	pInstitution
---------	--	--------------

24 And how many teachers who primarily work as other civil servants?

Please enter the figures aligned to the right.

[Teachers who primarily work as other civil servants] |__|__|__|

Range: 0 - 999

Variables

h227004	School: teaching staff, amount of teachers who primarily work as other civil servants	pInstitution
---------	---	--------------

25 What is the age structure of your teaching staff? How many teachers in your school belong to the following age groups:

Please enter the figures aligned to the right.

[Teachers: under 35 years] |__|__|__|

Range: 0 - 999

[Teachers: 35 to under 45 years] |__|__|__|

Range: 0 - 999

[Teachers: 45 to under 55 years] |__|__|__|

Range: 0 - 999

[Teachers: 55 to under 65 years] |__|__|__|

Range: 0 - 999

[Teachers: 65 years and older] |__|__|__|

Range: 0 - 999

Variables

h22700a	School: teaching staff: age structure: under 35 years	pInstitution
h22700b	School: teaching staff: age structure: 35 to under 45 years	pInstitution
h22700c	School: teaching staff: age structure: 45 to under 55 years	pInstitution
h22700d	School: teaching staff: age structure: 55 to under 65 years	pInstitution
h22700e	School: teaching staff: age structure: 65 years and older	pInstitution

26 How many teachers at your school have a migrant background, i.e. were born abroad or have at least one parent who was born abroad?

If no teachers have a migrant background, enter "Zero" (0). Please enter the figures aligned to the right.

[Teachers with a migrant background] |__|__|__|

Range: 0 - 999

Variables

h451080	Amount of teachers with a migrant background	pInstitution
---------	--	--------------

28 Now we would like to know how many teachers (full time equivalents) are employed in the different subjects at your school.

Please enter the figures aligned to the right.

[Teachers: German] |__|__|

Range: 0 - 99

[Teachers: English] |__|__|

Range: 0 - 99

[Teachers: French] |__|__|

Range: 0 - 99

[Teachers: Latin] |__|__|

Range: 0 - 99

[Teachers: other languages] |__|__|

Range: 0 - 99

[Teachers: history] |__|__|

Range: 0 - 99

[Teachers: geography] |__|__|

Range: 0 - 99

[Teachers: political/social sciences] |__|__|

Range: 0 - 99

[Teachers: economics and law] |__|__|

Range: 0 - 99

[Teachers: pedagogics] |__|__|

4 Principals (ID 36)

Range: 0 - 99	
[Teachers: math]	__ __
Range: 0 - 99	
[Teachers: physics]	__ __
Range: 0 - 99	
[Teachers: chemistry]	__ __
Range: 0 - 99	
[Teachers: biology]	__ __
Range: 0 - 99	
[Teachers: religious education/ethics]	__ __
Range: 0 - 99	
[Teachers: philosophy]	__ __
Range: 0 - 99	
[Teachers: music]	__ __
Range: 0 - 99	
[Teachers: art]	__ __
Range: 0 - 99	
[Teachers: Sports]	__ __
Range: 0 - 99	
[Teachers: home economics]	__ __
Range: 0 - 99	
[Teachers: wood shop/business and employment studies]	__ __
Range: 0 - 99	
[Teachers: computer science]	__ __
Range: 0 - 99	
[Other subjects, specifically:]	
[Teachers]	__ __

Range: 0 - 99

[Other subjects, specifically:]



[Teachers]

Range: 0 - 99

[Other subjects, specifically:]



[Teachers]

Range: 0 - 99

Variables

4 Principals (ID 36)

h22701a	School: Teaching staff, amount of teachers per subject, German	pInstitution
h22701b	School: Teaching staff, amount of teachers per subject, English	pInstitution
h22701c	School: Teaching staff, amount of teachers per subject, French	pInstitution
h22701d	School: Teaching staff, amount of teachers per subject, Latin	pInstitution
h22701e	School: Teaching staff, amount of teachers per subject, other languages	pInstitution
h22701f	School: Teaching staff, amount of teachers per subject, history	pInstitution
h22701g	School: Teaching staff, amount of teachers per subject, geography	pInstitution
h22701h	School: teaching staff, amount of teachers per subject, political/social sciences	pInstitution
h22701i	School: teaching staff, amount of teachers per subject, economics and law	pInstitution
h22701j	School: teaching staff, amount of teachers per subject, pedagogics	pInstitution
h22701k	School: teaching staff, amount of teachers per subject, math	pInstitution
h22701l	School: teaching staff, amount of teachers per subject, physics	pInstitution
h22701m	School: teaching staff, amount of teachers per subject, chemistry	pInstitution
h22701n	School: teaching staff, amount of teachers per subject, biology	pInstitution
h22701o	School: teaching staff, amount of teachers per subject, religious education/ethics	pInstitution
h22701p	School: Teaching staff, amount of teachers per subject, philosophy	pInstitution
h22701q	School: Teaching staff, amount of teachers per subject, music	pInstitution
h22701r	School: Teaching staff, amount of teachers per subject, art	pInstitution
h22701s	School: Teaching staff, amount of teachers per subject, Sports	pInstitution
h22701t	School: Teaching staff, amount of teachers per subject, home economics	pInstitution
h22701u	School: Teaching staff, amount of teachers per subject, wood shop/business and employment studies	pInstitution
h22701v	School: Teaching staff, amount of teachers per subject, computer science	pInstitution
h227011_O	School: Teaching staff, amount of teachers per subject, other subjects, text 1	pInstitution
h22701w	School: Teaching staff, amount of teachers per subject, other subjects 1	pInstitution
h227012_O	School: Teaching staff, amount of teachers per subject, other subjects, text 2	pInstitution
h22701x	School: Teaching staff, amount of teachers per subject, other subjects 2	pInstitution
h227013_O	School: Teaching staff, amount of teachers per subject, other subjects, text 3	pInstitution
h22701y	School: Teaching staff, amount of teachers per subject, other subjects 3	pInstitution

29 When you think of the teachers at your school, to what extent do you agree with the following statements?

Please check a box in each line.

	Does not apply at all [1]	Does not really apply [2]	Applies to some extent [3]	Applies completely [4]
There is a good attitude among the teachers at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teachers are fully committed to their work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teachers are proud of their school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teachers attach great importance to high student performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
hd0029a	Teaching staff - atmosphere	pInstitution
hd0029b	Teaching staff - commitment	pInstitution
hd0029c	Teaching staff - pride	pInstitution
hd0029d	Teaching staff - student performance	pInstitution

30 How often are meetings held for the teachers at your school in order to exchange or further develop teaching materials and teaching methods?

Please check only one answer.

Never [1]	<input type="checkbox"/>
Once to twice per school year [2]	<input type="checkbox"/>
Every two to four weeks [4]	<input type="checkbox"/>
Every few months [3]	<input type="checkbox"/>
(Almost) daily [6]	<input type="checkbox"/>
Once per week [5]	<input type="checkbox"/>

Variables		
hd00300	Teaching staff - time for exchange	pInstitution

Questions about the students

The educational work at schools can depend on the composition of the students at the schools. In the following section, we therefore want to ask you some questions about the student population at your school. Where no exact information is available, please estimate.

31 How many students are currently being taught at your school and how many are boys?

Please enter the figures aligned to the right.

[In the 5th grade, total] |__|__|__|__|

Range: 0 - 9,999

[In the 5th grade, boys] |__|__|__|__|

Range: 0 - 9,999

No 9th grade Not specified [0] Specified [1]

[In the 9th grade, total] |__|__|__|__|

Range: 0 - 9,999

[In the 9th grade, boys] |__|__|__|__|

Range: 0 - 9,999

[At the school, total] |__|__|__|__|

Range: 0 - 9,999

[At the school, boys] |__|__|__|__|

Range: 0 - 9,999

Variables		
h227101	School: amount of students, 5th grade: total	pInstitution
h227111	School: amount of students, 5th grade: boys	pInstitution
h227103	School: No 9th grade	pInstitution
h227102	School: amount of students, 9th grade: total	pInstitution
h227112	School: amount of students, 9th grade: boys	pInstitution
h227100	School: amount of students, overall: total	pInstitution
h227110	School: amount of students, overall: boys	pInstitution

32 How large approximately is the amount of students in your school that have diagnosed special educational needs in your class (integrated children)?

Please enter the figures aligned to the right.

|__|__|__| [% of students with special educational needs]

Range: 0 - 999

Variables		
h227120	School: amount of students with special educational needs	pInstitution

33 What percentage of students in your school come from families from a ...

Please enter the figures aligned to the right.

... rather lower social class? |__|__|__| % of students

Range: 0 - 999

... rather middle social class? |__|__|__| % of students

Range: 0 - 999

... rather higher social class? |__|__|__| % of students

Range: 0 - 999

Variables

h79301a	... rather lower social class?	pInstitution
h79301b	... rather middle social class?	pInstitution
h79301c	... rather higher social class?	pInstitution

34 How large approximately is the amount of students in your school that have a migrant background, i.e. were born abroad or have at least one parent who was born abroad?

Please specify the amount in percentage. Please enter the figures aligned to the right.

|__|__|__|__| % in the 5th grade

Range: 0 - 9,999

No 9th grade Not specified [0] Specified [1]

|__|__|__|__| % in the 9th grade

Range: 0 - 9,999

|__|__|__|__| % at school in total

Range: 0 - 9,999

Variables

h451040	Amount of migrants at school: 5th grade	pInstitution
h45106a	Amount of migrants at school: no 9th grade	pInstitution
h451060	Amount of migrants at school: 9th grade	pInstitution
h451020	Amount of migrants at school	pInstitution

35 How large approximately is the amount of students in your school that have at least one parent with a higher education degree?

Please enter the figures aligned to the right.

[% of students with at least one parent with a higher education degree] |__|__|__| %

Range: 0 - 999

Variables

h79302a	School: amount of parents with higher education	pInstitution
---------	---	--------------

36 How many students left your school in the last school year without any school-leaving qualifications?

Please enter the figures aligned to the right.

[Students] |__|__|

Range: 0 - 99

Variables

h227130	School: amount of students: without school-leaving qualifications	pInstitution
---------	---	--------------

37 How many students in your school had to repeat a grade based on the last school year?

Please enter the figures aligned to the right.

[Students] |__|__|

Range: 0 - 99

Variables

h227131	School: amount of students: grade retention	pInstitution
---------	---	--------------

38 How many students in your school skipped a grade in the last school year?

Please enter the figures aligned to the right.

[Students] |__|__|

Range: 0 - 99

Variables

h227132	School: amount of students: skipped a grade	pInstitution
---------	---	--------------

39 How are the following factors weighted when students are admitted to your school?				
<i>Please check a box in each line.</i>				
	Not considered [1]	Is of minor importance [2]	Is of great importance [3]	Is a requirement [4]
Place of residence (school region)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Previous school performance/grades on report card	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Entrance examinations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trial lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recommendations from last school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Needs or interests of students in a specific course of education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current or previous school affiliation of the student's siblings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
h22713a	School admission standards, place of residence	pInstitution
h22713b	School admission standards, school performance	pInstitution
h22713c	School admission standards, entrance examination	pInstitution
h22713d	School admission standards, trial lesson	pInstitution
h22713e	School admission standards, recommendation	pInstitution
h22713f	School admission standards, needs or interests in course of education	pInstitution
h22713g	School admission standards, school affiliation of siblings	pInstitution

Questions about remedial/enrichment measures and quality assurance

We are particularly interested in remedial/enrichment measures for individual student groups and in quality assurance measures at your school. We would therefore like to ask some questions about these topics.

40 There are various remedial language teaching options for students with a language of origin other than German. How are these students in the 5th and in the 9th grade helped at your school?		
<i>Please checkk the applicable.</i>		
	Not specified [0]	Specified [1]
These students attend regular lessons and receive additional classes (e.g. DaZ: Deutsch als Zweitsprache [German-as-a-second-language] aimed at improving their knowledge of German (e.g. reading comprehension, grammar, vocabulary, communication). [5th grade]	<input type="checkbox"/>	<input type="checkbox"/>

4 Principals (ID 36)

These students attend regular lessons and receive additional classes (e.g. DaZ: Deutsch als Zweitsprache [German-as-a-second-language] aimed at improving their knowledge of German (e.g. reading comprehension, grammar, vocabulary, communication). [9th grade]	<input type="checkbox"/>	<input type="checkbox"/>
Before these students move up to the regular classes, they attend a preparatory course aimed at improving their knowledge of German (e.g. reading comprehension, grammar, vocabulary, communication). [5th grade]	<input type="checkbox"/>	<input type="checkbox"/>
Before these students move up to the regular classes, they attend a preparatory course aimed at improving their knowledge of German (e.g. reading comprehension, grammar, vocabulary, communication). [9th grade]	<input type="checkbox"/>	<input type="checkbox"/>
These students attend general remedial teaching/tutoring lessons for students whose performance in German is poor. [5th grade]	<input type="checkbox"/>	<input type="checkbox"/>
These students attend general remedial teaching/tutoring lessons for students whose performance in German is poor. [9th grade]	<input type="checkbox"/>	<input type="checkbox"/>
Before these students move up to the regular classes, they are taught certain subjects in their language of origin. [5th grade]	<input type="checkbox"/>	<input type="checkbox"/>
Before these students move up to the regular classes, they are taught certain subjects in their language of origin. [9th grade]	<input type="checkbox"/>	<input type="checkbox"/>
These students receive a significant proportion of their education in their language of origin in order to improve their mastery of their language of origin and German. [5th grade]	<input type="checkbox"/>	<input type="checkbox"/>
These students receive a significant proportion of their education in their language of origin in order to improve their mastery of their language of origin and German. [9th grade]	<input type="checkbox"/>	<input type="checkbox"/>
The class size is reduced in order to cope with the special requirements of these students. [5th grade]	<input type="checkbox"/>	<input type="checkbox"/>
The class size is reduced in order to cope with the special requirements of these students. [9th grade]	<input type="checkbox"/>	<input type="checkbox"/>
These students receive education to promote their language of origin. [5th grade]	<input type="checkbox"/>	<input type="checkbox"/>

These students receive education to promote their language of origin. [9th grade]	<input type="checkbox"/>	<input type="checkbox"/>
These students receive homework supervision/homework assistance specially suited for this student group. [5th grade]	<input type="checkbox"/>	<input type="checkbox"/>
These students receive homework supervision/homework assistance specially suited for this student group. [9th grade]	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
h416200	5th grade: additional teaching	pInstitution
h416400	9th grade: additional teaching	pInstitution
h416210	5th grade: preparatory course	pInstitution
h416410	9th grade: preparatory course	pInstitution
h416220	5th grade: general remedial teaching lessons	pInstitution
h416420	9th grade: general remedial teaching lessons	pInstitution
h416230	5th grade: certain subjects in language of origin	pInstitution
h416430	9th grade: certain subjects in language of origin	pInstitution
h416240	5th grade: most lessons in language of origin	pInstitution
h416440	9th grade: most lessons in language of origin	pInstitution
h416250	5th grade: reduced class size	pInstitution
h416450	9th grade: reduced class size	pInstitution
h416260	5th grade: lessons to foster the language of origin	pInstitution
h416460	9th grade: lessons to foster the language of origin	pInstitution
h416270	5th grade: particular homework assistance	pInstitution
h416470	9th grade: particular homework assistance	pInstitution

41 **Apart from language remediation programs: Does your school offer special remedial measures for students with a migrant background (e.g. special tutoring, special homework coaching etc.)?**

Please check the applicable.

Yes [1] No [2]

[Yes, specifically the following remedial measures:] _____

Variables		
h417000	Other remedial measures	pInstitution
h41700a_O	Other remedial measures, other	pInstitution

42 Does your school offer special courses or training sessions for teachers to support their work with students with a migrant background and their parents (e.g. courses to impart special remedial techniques, intercultural competences)?

Please check the applicable.

Yes [1] No [2]

[Yes, specifically the following courses or training sessions:]

Variables		
h417040	Teacher training programs, migration	pInstitution
h41704a_O	Teacher training programs, migration, other	pInstitution

43 Does your school offer special measures for parents of students with a migrant background? In other words, parents and family education programs such as parents learn German at schools (ELDS).

Please tick the applicable.

Yes [1] No [2]

[Yes, specifically the following measures:]

Variables		
h417020	Parent training programs, migration	pInstitution
h41702a_O	Parent training programs, migration, other	pInstitution

44 Which of the following offers for students do you have at your school?*Please tick a box in each line.*

	Yes [1]	No [2]
Supplementary courses for very proficient students	<input type="checkbox"/>	<input type="checkbox"/>
Remedial teaching offers for underachieving students	<input type="checkbox"/>	<input type="checkbox"/>
Special courses in learning techniques	<input type="checkbox"/>	<input type="checkbox"/>
Subject-related projects or competitions	<input type="checkbox"/>	<input type="checkbox"/>
Homework supervision in school rooms	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring held by teachers	<input type="checkbox"/>	<input type="checkbox"/>
Other support measures outside of class	<input type="checkbox"/>	<input type="checkbox"/>

Variables

h22201a	School: offers, very proficient students	pInstitution
h22201b	School: offers, underachieving students	pInstitution
h22201c	School: offers, courses in learning techniques	pInstitution
h22201d	School: offers, projects or competitions	pInstitution
h22201e	School: offers, homework assistance	pInstitution
h22201f	School: offers, tutoring sessions	pInstitution
h22201g	School: offers, other support measures	pInstitution

45 Which of the following quality assurance and development measures are implemented at your school?*Please tick a box in each line.*

	Yes [1]	No [2]
a) Preparation of a complete school mission statement (with model, focal points, implementation requirements, standards to be achieved)	<input type="checkbox"/>	<input type="checkbox"/>
b) Preparation of a written model/school profile for the school; selection and description of desired quality features	<input type="checkbox"/>	<input type="checkbox"/>
c) Written specification of quality indicators, the measurement of which will provide information on the achievement of the school's goals in the future	<input type="checkbox"/>	<input type="checkbox"/>
d) Written specification of performance standards to be achieved by the students in different areas at this school	<input type="checkbox"/>	<input type="checkbox"/>

4 Principals (ID 36)

e) Use of standardized performance tests to objectively check the competencies achieved by the students (knowledge, capabilities, skills)	<input type="checkbox"/>	<input type="checkbox"/>
f) Systematic appraisal and discussion of significant data on the quality of the school (e.g. grading, absence periods of the students, programs offered by the school, further training of the teachers)	<input type="checkbox"/>	<input type="checkbox"/>
g) Brochure with self-portrayal of the school	<input type="checkbox"/>	<input type="checkbox"/>
h) Jointly prepared written class tests (cross-grade and/or -learning group tests)	<input type="checkbox"/>	<input type="checkbox"/>
	Not specified [0]	Specified [1]
i) Further/other measures	<input type="checkbox"/>	<input type="checkbox"/>
[Further/other measures, specifically:] 		

Variables		
h22202a	Quality assurance measures, complete school mission statement	pInstitution
h22202b	Quality assurance measures, written school profile	pInstitution
h22202c	Quality assurance measures, written specification of quality indicators	pInstitution
h22202d	Quality assurance measures, written specification of performance standards	pInstitution
h22202e	Quality assurance measures, standardized performance tests	pInstitution
h22202f	Quality assurance measures, systematic appraisal of data	pInstitution
h22202g	Quality assurance measures, brochure of school	pInstitution
h22202h	Quality assurance measures, class tests	pInstitution
h22202i	Quality assurance measures, other	pInstitution
h22202t_O	Quality assurance measures, other, text	pInstitution

46 To what extent do the following statements apply to your school?*Please check one box in each line.*

	Does not apply at all [1]	Does not really apply [2]	Applies to some extent [3]	Applies completely [4]
a) Our school is in stiff competition with other schools of the same type.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) The existence of our school strongly depends on the amount of students registered in the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) The existence of our school is at great risk.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) The funding of our school strongly depends on the amount of students registered in the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
h535021	Intensity of competition	pInstitution
h535022	Existence dependent on amount of students	pInstitution
h535023	Existence at risk	pInstitution
h535024	Funding dependent on amount of students	pInstitution

Questions about the career orientation

At last in this questionnaire, we would like to ask you some questions about the measures offered by your school to support the students when they enter their professional career. Please answer the questions only if there is a 9th grade at your school.

47 How often are the following measures carried out at your school?					
<i>Please check a box in each line.</i>					
	Never [1]	Rarely [2]	Sometimes [3]	Often [4]	Very good [5]
Further training programs for teachers regarding career orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contact with the chambers of commerce, guilds and/or associations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contact with apprenticeship companies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participation in nation-wide career orientation programs such as Girl's Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contacts with youth counseling center (e.g. youth professional career aid)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participation in local networks to promote the school-to-profession transition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Involvement of the legal guardian in the career orientation effort (parents work)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
hf0001a	Teacher training programs career orientation	pInstitution
hf0001b	Contact organizations	pInstitution
hf0001c	Contact apprenticeship companies	pInstitution
hf0001d	Career orientation programs	pInstitution
hf0001e	Contact counseling center	pInstitution
hf0001f	Participation local networks	pInstitution
hf0001g	Parents work in the career orientation	pInstitution

48 How many students at the 9th grade level utilize the following aids with entering the vocational training through their school?

Please check a box in each line.

	None [1]	Almost none [2]	Less than half [3]	More than half [4]	Almost all [5]	All [6]	Is not offered [7]
Individual identification of the vocational preferences and fit within the framework of special procedures (e.g. tests, individual interviews)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparation of individual promotion plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General career orientation provided by the teaching staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job application practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job interview practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special training to promote social competences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual support during internships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual career counseling by external career counselors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career orientation in inter-company establishments (e.g. of the Chamber of Crafts and Trades)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual counseling sessions held by social educational workers and other staff outside the teaching staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continuous individual counseling during the transition phase by career entry counselors, career choice assistants, job guides etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual counseling and support by psychologists or social educational workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
hf0002a	Test procedure vocational interests	pInstitution
hf0002b	Promotion plans	pInstitution
hf0002c	Professional orientation by teacher	pInstitution
hf0002d	Job application practice	pInstitution
hf0002e	Job interview practice	pInstitution
hf0002f	Training social competences	pInstitution
hf0002g	Support internships	pInstitution
hf0002h	External career counselors	pInstitution
hf0002i	Inter-company career orientation	pInstitution
hf0003a	Individual counseling sessions by social educational workers	pInstitution
hf0003b	Individual counseling by career choice assistants	pInstitution
hf0003c	Support by psychologists and social educational workers	pInstitution

5

Parents (ID 31)

Contact module

In the first block of the interview, the contact module (an infas tool), we make sure that we are speaking to the right contact person. This contact person was identified to us by address and phone number on the participation authorization and is to be contacted initially. Only legal parents or guardians who are either biological or social (partner of biological parent, foster, step- and adoptive parents) parents can be considered as a respondent. This means, grandparents, siblings or the director of a home is not to be interviewed. It is also important for us that we speak to the person who is responsible for the daily (E2) or school needs (G5+G9) of the target child. If one of the conditions is not (or no longer) met, it is possible to replace the respondent, who is named on the participation authorization and who was originally contacted. Another so called "anchor person" may be used as a respondent for the parents' interview preferably throughout the entire panel. In the following, the central features captured in the contact module and made available in the data set as well as the control variables required for reading the programming template (without filter) are described.

1001 What is your relationship to <name of target child>?	
<i>Wait for spontaneous answer. If the spontaneous answer is imprecise, questions are asked or no spontaneous response comes: read categories. If "only" mother or father is mentioned, please record birth mother or birth father. Argumentation advice on help page in case of refusal!</i>	
Adoptive mother [3]	<input type="checkbox"/>
Adoptive father [4]	<input type="checkbox"/>
Biological father [2]	<input type="checkbox"/>
Biological mother [1]	<input type="checkbox"/>
Foster mother [5]	<input type="checkbox"/>
Foster father [6]	<input type="checkbox"/>
Stepmother [9]	<input type="checkbox"/>
Partner of the mother [8]	<input type="checkbox"/>
Partner of the father [7]	<input type="checkbox"/>
Stepfather [10]	<input type="checkbox"/>
Other relationship [11]	<input type="checkbox"/>
Language problems [-20]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Variables	
px80214	Interview: respondent (final outcome)
	ParentMethods

Contact module

In the first block of the interview, the contact module (an infas tool), we make sure that we are speaking to the right contact person. This contact person was identified to us by address and phone number on the participation authorization and is to be contacted initially. Only legal parents or guardians who are either biological or social (partner of biological parent, foster, step- and adoptive parents) parents can be considered as a respondent. This means, grandparents, siblings or the director of a home is not to be interviewed. It is also important for us that we speak to the person who is responsible for the daily (E2) or school needs (G5+G9) of the target child. If one of the conditions is not (or no longer) met, it is possible to replace the respondent, who is named on the participation authorization and who was originally contacted. Another so called "anchor person" may be used as a respondent for the parents' interview preferably throughout the entire panel. In the following, the central features captured in the contact module and made available in the data set as well as the control variables required for reading the programming template (without filter) are described.

1001 What is your relationship to <name of target child>?		
<i>Wait for spontaneous answer. If the spontaneous answer is imprecise, questions are asked or no spontaneous response comes: read categories. If "only" mother or father is mentioned, please record birth mother or birth father. Argumentation advice on help page in case of refusal!</i>		
Adoptive mother [3]		<input type="checkbox"/>
Adoptive father [4]		<input type="checkbox"/>
Biological father [2]		<input type="checkbox"/>
Biological mother [1]		<input type="checkbox"/>
Foster mother [5]		<input type="checkbox"/>
Foster father [6]		<input type="checkbox"/>
Stepmother [9]		<input type="checkbox"/>
Partner of the mother [8]		<input type="checkbox"/>
Partner of the father [7]		<input type="checkbox"/>
Stepfather [10]		<input type="checkbox"/>
Other relationship [11]		<input type="checkbox"/>
Language problems [-20]		<input type="checkbox"/>
Refused [-97]		<input type="checkbox"/>
Variables		
px80214	Interview: respondent (final outcome)	ParentMethods

01116 Does <name of target child> live with you in your household?	
<i>If <name of target child> lives in another household only for a short period of time, but normally in the household of the respondent, please specify 1. If <name of target child> lives in another household almost to the same extent as in that of the respondent, please specify 1. If <name of target child> lives only temporarily, e.g. on the weekends or for a short period of time, in the household of the person interviewed, please specify 2.</i>	
Yes [1]	<input type="checkbox"/>
No [2]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>

Variables		
p743040	Child in household	pParent

01111	
Male [1]	<input type="checkbox"/>
Female [2]	<input type="checkbox"/>
<i>AUTOIF 1001a > 0: 0111 = 1001a</i> <i>AUTOIF 1013a > 0: 0111 = 1013a</i>	

Variables		
p731702	Sex respondent	pParent

01113 Consent for questions about partner given in declaration of consent	
Yes [1]	<input type="checkbox"/>
No [2]	<input type="checkbox"/>

Variables		
pd1000z	Consent for questions about partner given	ParentMethods

Preschool history

Condition: if (02100 <> 2)

11102 Now I will move on to <name of target child>'s educational training. Did <name of target child> start school early or at a regular age, or was he deferred at that stage?

Condition: if (02100 = 2)

11102 Now I will move on to <name of target child>'s educational training. Did <name of target child> start school early or at a regular age, or was she deferred at that stage?

In case of questions: early enrollment means that a child goes to school before the start of compulsory education.

Early [1]

Regular [2]

Deferral [3]

Refused [-97]

Don't know [-98]

Variables

p712030	Early enrollment, regular enrollment or deferral	pParent
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Tutoring

14102 What is this other subject/are these other subjects?



*IF Startkohorte = 5 & 14101 = 2 GOTO 14103
ELSE GOTO 14104*

Variables

p26210t_O	Parents: tutoring, other subject (open)	pParent
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Health of the target child

Condition: if (Startkohorte = 2)

22002 Does <name of target child> have an officially recognized disability?

Condition: if (Startkohorte = 5, 9)

22002 Now I would like to ask you some questions about the health of <name of target child>. Does <name of target child> have an officially recognized disability?

Yes [1]

No [2]

Refused [-97]

Don't know [-98]

IF 1 GOTO 22003

IF <> 1 & Startkohorte = 2 GOTO 22006

IF <> 1 & Startkohorte = 5 GOTO 22016

IF <> 1 & Startkohorte = 9 GOTO [Autofil 22018Z] 23001

Variables

p524200	Other disabilities	pParent
---------	--------------------	---------

22003 What disabilities?



IF -97 & Startkohorte = 2 GOTO 22006

IF -97 & Startkohorte = 5 GOTO 22016

IF -97 & Startkohorte = 9 GOTO [Autofil 22018Z] 23001

ELSE GOTO 22004

Variables

p524201_g1	Type of disabilities (response 1; ICD-10, level 1)	pParent
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p524201_g2	Type of disabilities (response 1; ICD-10, level 2)	pParent
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p524201_g4	Type of disabilities (response 2; ICD-10, level 1)	pParent
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p524201_g5	Type of disabilities(response 2; ICD-10, level 2)	pParent
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p524201_g7	Type of disabilities (response 3; ICD-10, level 1)	pParent
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p524201_g8	Type of disabilities (response 3; ICD-10, level 2)	pParent
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22004 Since what year has the disability been recognized?

|_|_|_|_| Year

Range: 1,900 - 9,999

IF -97 & Startkohorte = 2 GOTO 22006

IF -97 & Startkohorte = 5 GOTO 22016

IF -97 & Startkohorte = 9 GOTO [Autofil 22018Z] 23001

ELSE GOTO 22005

Variables

p524202	Year of recognition of disabilities	pParent
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22005 What is the percentage of the disability today?

|_|_|_| %

Range: 0 - 100

*IF Startkohorte = 2 GOTO 22006**IF Startkohorte = 5 GOTO 22016**IF Startkohorte = 9 GOTO [Autofil 22018Z] 23001*

Variables

p524205

Disability percentage

pParent

22008 What was the weight of <name of target child> at birth?

|_|_|_|_| Weight in grams

Range: 100 - 9,999

Variables

p529000

Weight at birth

pParent

22009 What was the height of <name of target child> at birth?

|_|_| Height in cm

Range: 10 - 99

*IF Startkohorte = 2 GOTO 22010**IF Startkohorte = 5 GOTO [Autofil 22018Z] 37001*

Variables

p529001

Height at birth

pParent

SDQ

23001 Now I have some more questions about your view of <name of target child>. I will give you some characteristics and you please tell me to what extent they apply to <name of target child>. Please consider in your answer the behavior of <name of target child> during the past six months. Let us start with the first characteristic feature:
Considerate: Is this description of <name of target child> not applicable, partially applicable or clearly applicable?

Not applicable [1]	<input type="checkbox"/>
Partially applicable [2]	<input type="checkbox"/>
Clearly applicable [3]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>

Variables		
p67801a_g1	SDQ-Scale: Prosocial behaviour	pParent

Culture capital module

37001 Now let's talk about questions that refer to you personally. How much time do you spend on reading in your free time on a normal working day?

Here all possible reading opportunities should be recorded. In addition to printed books and newspapers, e-mails or texts on the internet are included. Please enter "0" if the respondent does not read at leisure.

|__|__| Hours
 Range: 0 - 24

|__|__| Minutes
 Range: 0 - 60

Variables		
p34001a_g1	Quantity reading – spare time, workday (summarized)	pParent

37002 How much time do you spend on reading on a day off?

Here all possible reading opportunities should be recorded. In addition to printed books and newspapers, e-mails or texts on the internet are included. Please enter "0" if the respondent does not read at leisure.

|__|__| Hours
 Range: 0 - 24

|__|__| Minutes
 Range: 0 - 60

Variables		
p34001c_g1	Quantity reading – spare time, day off (summarized)	pParent

37004 How many books do you have about in your home? As an aid: about 40 books fit on one meter of shelf.

Read answer options aloud. This includes books of all people living and keeping house together with you in the household. If necessary: do not count newspapers and magazines. Books in a foreign language should be included.

More than 500 books [6]

11 to 25 books [2]

0 to 10 books [1]

201 to 500 books [5]

101 to 200 books [4]

26 to 100 books [3]

Refused
[-97]

Don't know [-98]

IF Startkohorte = 5,9 GOTO 37006
ELSE GOTO 37005

Variables

p34005a

Amount of books

pParent

37006 Now we want to address further activities one can do during one's spare time. How often have you done the following things in the past 12 months:

Read answer options aloud for the first two times, otherwise if necessary.

Refused [-97]	<input type="checkbox"/>						
Don't know [-98]	<input type="checkbox"/>						
	Never [1]	Once [2]	2 to 3 times [3]	4 to 5 times [4]	More than 5 times [5]	Refused [-97]	Don't know [-98]
... visited a museum or an art exhibition?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>						
Don't know [-98]	<input type="checkbox"/>						
... watched a movie at the cinema?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>						
Don't know [-98]	<input type="checkbox"/>						
... visited an opera, a ballet or a classical concert?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>						
Don't know [-98]	<input type="checkbox"/>						
... been to the theater?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>						
Don't know [-98]	<input type="checkbox"/>						
... visited a rock or pop concert?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GOTO [Autofil 37007Z] 24001							

Variables		
p34009a	Participation in high culture: museum, art exhibition	pParent
p34009b	Participation in high culture: cinema	pParent
p34009c	Participation in high culture: opera, ballet, classical concert	pParent
p34009d	Participation in high culture: theater	pParent
p34009e	Participation in high culture: rock or pop concert	pParent

Education of interviewed parent

24032a [In which country]		
[List of countries] [-999]	<input type="checkbox"/>	
<i>Land nicht in Liste not in list</i> [-96]	<input type="checkbox"/>	
<i>Refused</i> [-97]	<input type="checkbox"/>	
<i>Don't know</i> [-98]	<input type="checkbox"/>	

Variables		
p731823_g1R	Country of vocational qualification (additional response)	pParent
p731823_g2R	Country of professional qualification (additional response, aggregated)	pParent

Partnership of interviewed parent

25007a Do not read aloud: Has the been response estimated?		
Not estimated [2]	<input type="checkbox"/>	
Estimated [1]	<input type="checkbox"/>	

Variables		
p731118	Start living together with partner - estimation	pParent

Education of partner of interviewed parent

26029a [In which country]		
[List of countries] [-999]	<input type="checkbox"/>	
<i>Land nicht in Liste not in list</i> [-96]	<input type="checkbox"/>	
<i>Refused</i> [-97]	<input type="checkbox"/>	
<i>Don't know</i> [-98]	<input type="checkbox"/>	

Variables		
p731873_g1R	Country of vocational qualification, partner, (additional response)	pParent
p731873_g2R	Country of partner's professional qualification (additional response, aggregated)	pParent

Household income

28001 Now let's talk about all of the income of your entire household: What is the monthly household income of all household members? Please state the net amount, in other words the amount after taxes and social security contributions. Please include regular payments such as pensions, living compensation, child benefits, student financial aid (BAföG), subsistence allowance, unemployment benefits etc.!

____|____|____|____|____|____| Euros

Range: 0 - 999,999

IF -97,-98 GOTO 28002
IF <> -97, -98 GOTO 28005

Variables

p510001	Monthly household income, open	pParent
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28002 Please tell me whether your monthly net household income is more or less than 2,500 Euros?

In case of questions regarding net income: Please tell me the amount you have received after taxes and social security contributions.

2,500 Euros and more [2]

Less than 2,500 Euros [1]

Refused [-97]

Don't know [-98]

IF 1 GOTO 28003
IF 2 GOTO 28004
ELSE GOTO 28005

Variables

p510002	Monthly household income, split	pParent
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28003 I will now read out to you a list of income categories. Which of them applies to your net household income?

Please read answer possibilities aloud. In case of questions regarding net income: Please tell me the amount you have received after taxes and social security contributions.

Under 1,000 Euros [1]

1,000 to under 1,500 Euros [2]

1,500 to under 2,000 Euros [3]

2,000 to under 2,500 Euros [4]

Refused
[-97]

Don't know [-98]

GOTO 28005

Variables

p510003	Monthly household income, categories under 2.500 Euros	pParent
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28004 I will now read out a list with income categories. Which of them applies to your net household income?

Please read answer possibilities aloud. In case of questions regarding net income: Please tell me the amount you have received after taxes and social security contributions.

5.000 Euros and more [8]

4.000 to under 5.000 Euros [7]

3.000 to under 4.000 Euros [6]

2.500 to under 3.000 Euros [5]

Refused
[-97]

Don't know [-98]

Variables

p510004	Monthly household income, categories over 2.500 Euros	pParent
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28005 How do you assess your economic household situation today?	
<i>Please read answer possibilities aloud.</i>	
Rather poor [2]	<input type="checkbox"/>
Very poor [1]	<input type="checkbox"/>
In the middle [3]	<input type="checkbox"/>
Rather good [4]	<input type="checkbox"/>
Very good [5]	<input type="checkbox"/>
<i>Refused</i> [-97]	<input type="checkbox"/>
<i>Don't know</i> [-98]	<input type="checkbox"/>
<i>IF Startkohorte = 2, 5 GOTO [Autofil 28022Z] 36001</i> <i>IF Startkohorte = 9 GOTO [Autofil 28022Z] 28006</i>	

Variables		
p30300a	Assessment economic household situation	pParent

Linguistic competence and usage

Condition: if (02100 <> 2)	
36038 What language does <name of target child> use with his siblings?	
Condition: if (02100 = 2)	
36038 What language does <name of target child> use with her siblings?	
<i>Read options aloud only if necessary. If the respondent answers "equally often", please ask for tendency. If no allocation is possible, please enter Code = 3. *>></i>	
Only another language [4]	<input type="checkbox"/>
Mostly another language, but sometimes German too [3]	<input type="checkbox"/>
Only German [1]	<input type="checkbox"/>
Mostly German, but sometimes another language too [2]	<input type="checkbox"/>
<i>No siblings</i> [-20]	<input type="checkbox"/>
<i>Refused</i> [-97]	<input type="checkbox"/>
<i>Don't know</i> [-98]	<input type="checkbox"/>

Variables		
p412030	Interactive language siblings – child	pParent