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CNT	Country code 3-character
SUBNATIO	Adjudicated sub-region code 7-digit code (3-digit country code + region ID + stratum ID)
STRATUM	Stratum ID 7-character (cnt + region ID + original stratum ID)
OECD	OECD country
NC	National Centre 6-digit Code
SCHOOLID	School ID 7-digit (region ID + stratum ID + 3-digit school ID)
STIDSTD	Student ID
ST01Q01	International Grade
ST02Q01	National Study Programme
ST03Q01	Birth - Month
ST03Q02	Birth -Year
ST04Q01	Gender
ST05Q01	Attend <ISCED 0>
ST06Q01	Age at <ISCED 1>
ST07Q01	Repeat - <ISCED 1>
ST07Q02	Repeat - <ISCED 2>
ST07Q03	Repeat - <ISCED 3>
ST08Q01	Truancy - Late for School
ST09Q01	Truancy - Skip whole school day
ST115Q01	Truancy - Skip classes within school day
ST11Q01	At Home - Mother
ST11Q02	At Home - Father
ST11Q03	At Home - Brothers
ST11Q04	At Home - Sisters
ST11Q05	At Home - Grandparents
ST11Q06	At Home - Others
ST13Q01	Mother<Highest Schooling>
ST14Q01	Mother Qualifications - <ISCED level 6>
ST14Q02	Mother Qualifications - <ISCED level 5A>
ST14Q03	Mother Qualifications - <ISCED level 5B>
ST14Q04	Mother Qualifications - <ISCED level 4>
ST15Q01	Mother Current Job Status
ST17Q01	Father<Highest Schooling>
ST18Q01	Father Qualifications - <ISCED level 6>
ST18Q02	Father Qualifications - <ISCED level 5A>
ST18Q03	Father Qualifications - <ISCED level 5B>
ST18Q04	Father Qualifications - <ISCED level 4>
ST19Q01	Father Current Job Status
ST20Q01	Country of Birth International - Self
ST20Q02	Country of Birth International - Mother
ST20Q03	Country of Birth International - Father
ST21Q01	Age of arrival in <country of test>
ST25Q01	International Language at Home
ST26Q01	Possessions - desk
ST26Q02	Possessions - own room
ST26Q03	Possessions - study place

ST26Q04	Possessions - computer
ST26Q05	Possessions - software
ST26Q06	Possessions - Internet
ST26Q07	Possessions - literature
ST26Q08	Possessions - poetry
ST26Q09	Possessions - art
ST26Q10	Possessions - textbooks
ST26Q11	Possessions - <technical reference books>
ST26Q12	Possessions - dictionary
ST26Q13	Possessions - dishwasher
ST26Q14	Possessions - <DVD>
ST26Q15	Possessions - <Country item 1>
ST26Q16	Possessions - <Country item 2>
ST26Q17	Possessions - <Country item 3>
ST27Q01	How many - cellular phones
ST27Q02	How many - televisions
ST27Q03	How many - computers
ST27Q04	How many - cars
ST27Q05	How many - rooms bath or shower
ST28Q01	How many books at home
ST29Q01	Math Interest - Enjoy Reading
ST29Q02	Instrumental Motivation - Worthwhile for Work
ST29Q03	Math Interest - Look Forward to Lessons
ST29Q04	Math Interest - Enjoy Maths
ST29Q05	Instrumental Motivation - Worthwhile for Career Chances
ST29Q06	Math Interest - Interested
ST29Q07	Instrumental Motivation - Important for Future Study
ST29Q08	Instrumental Motivation - Helps to Get a Job
ST35Q01	Subjective Norms -Friends Do Well in Mathematics
ST35Q02	Subjective Norms -Friends Work Hard on Mathematics
ST35Q03	Subjective Norms - Friends Enjoy Mathematics Tests
ST35Q04	Subjective Norms - Parents Believe Studying Mathematics Is Important
ST35Q05	Subjective Norms - Parents Believe Mathematics Is Important for Career
ST35Q06	Subjective Norms - Parents Like Mathematics
ST37Q01	Math Self-Efficacy - Using a <Train Timetable>
ST37Q02	Math Self-Efficacy - Calculating TV Discount
ST37Q03	Math Self-Efficacy - Calculating Square Metres of Tiles
ST37Q04	Math Self-Efficacy - Understanding Graphs in Newspapers
ST37Q05	Math Self-Efficacy - Solving Equation 1
ST37Q06	Math Self-Efficacy - Distance to Scale
ST37Q07	Math Self-Efficacy - Solving Equation 2
ST37Q08	Math Self-Efficacy - Calculate Petrol Consumption Rate
ST42Q01	Math Anxiety - Worry That It Will Be Difficult
ST42Q02	Math Self-Concept - Not Good at Maths
ST42Q03	Math Anxiety - Get Very Tense
ST42Q04	Math Self-Concept- Get Good <Grades>
ST42Q05	Math Anxiety - Get Very Nervous

ST42Q06	Math Self-Concept - Learn Quickly
ST42Q07	Math Self-Concept - One of Best Subjects
ST42Q08	Math Anxiety - Feel Helpless
ST42Q09	Math Self-Concept - Understand Difficult Work
ST42Q10	Math Anxiety - Worry About Getting Poor <Grades>
ST43Q01	Perceived Control - Can Succeed with Enough Effort
ST43Q02	Perceived Control - Doing Well is Completely Up to Me
ST43Q03	Perceived Control - Family Demands and Problems
ST43Q04	Perceived Control - Different Teachers
ST43Q05	Perceived Control - If I Wanted I Could Perform Well
ST43Q06	Perceived Control - Perform Poorly Regardless
ST44Q01	Attributions to Failure - Not Good at Maths Problems
ST44Q03	Attributions to Failure - Teacher Did Not Explain Well
ST44Q04	Attributions to Failure - Bad Guesses
ST44Q05	Attributions to Failure - Material Too Hard
ST44Q07	Attributions to Failure - Teacher Didnt Get Students Interested
ST44Q08	Attributions to Failure - Unlucky
ST46Q01	Math Work Ethic - Homework Completed in Time
ST46Q02	Math Work Ethic - Work Hard on Homework
ST46Q03	Math Work Ethic - Prepared for Exams
ST46Q04	Math Work Ethic - Study Hard for Quizzes
ST46Q05	Math Work Ethic - Study Until I Understand Everything
ST46Q06	Math Work Ethic - Pay Attention in Classes
ST46Q07	Math Work Ethic - Listen in Classes
ST46Q08	Math Work Ethic - Avoid Distractions When Studying
ST46Q09	Math Work Ethic - Keep Work Organized
ST48Q01	Math Intentions - Mathematics vs. Language Courses After School
ST48Q02	Math Intentions - Mathematics vs. Science Related Major in College
ST48Q03	Math Intentions - Study Harder in Mathematics vs. Language Classes
ST48Q04	Math Intentions - Take Maximum Number of Mathematics vs. Science Classes
ST48Q05	Math Intentions - Pursuing a Career That Involves Mathematics vs. Science
ST49Q01	Math Behaviour - Talk about Maths with Friends
ST49Q02	Math Behaviour - Help Friends with Maths
ST49Q03	Math Behaviour - <Extracurricular> Activity
ST49Q04	Math Behaviour - Participate in Competitions
ST49Q05	Math Behaviour - Study More Than 2 Extra Hours a Day
ST49Q06	Math Behaviour - Play Chess
ST49Q07	Math Behaviour - Computer programming
ST49Q09	Math Behaviour - Participate in Math Club
ST53Q01	Learning Strategies- Important Parts vs. Existing Knowledge vs. Learn by Heart
ST53Q02	Learning Strategies- Improve Understanding vs. New Ways vs. Memory
ST53Q03	Learning Strategies - Other Subjects vs. Learning Goals vs. Rehearse Problems
ST53Q04	Learning Strategies - Repeat Examples vs. Everyday Applications vs. More Information
ST55Q01	Out of school lessons - <test lang>
ST55Q02	Out of school lessons - <maths>
ST55Q03	Out of school lessons - <science>
ST55Q04	Out of school lessons - other

ST57Q01	Out-of-School Study Time - Homework
ST57Q02	Out-of-School Study Time - Guided Homework
ST57Q03	Out-of-School Study Time - Personal Tutor
ST57Q04	Out-of-School Study Time - Commercial Company
ST57Q05	Out-of-School Study Time - With Parent
ST57Q06	Out-of-School Study Time - Computer
ST61Q01	Experience with Applied Maths Tasks - Use <Train Timetable>
ST61Q02	Experience with Applied Maths Tasks - Calculate Price including Tax
ST61Q03	Experience with Applied Maths Tasks - Calculate Square Metres
ST61Q04	Experience with Applied Maths Tasks - Understand Scientific Tables
ST61Q05	Experience with Pure Maths Tasks - Solve Equation 1
ST61Q06	Experience with Applied Maths Tasks - Use a Map to Calculate Distance
ST61Q07	Experience with Pure Maths Tasks - Solve Equation 2
ST61Q08	Experience with Applied Maths Tasks - Calculate Power Consumption Rate
ST61Q09	Experience with Applied Maths Tasks - Solve Equation 3
ST62Q01	Familiarity with Math Concepts - Exponential Function
ST62Q02	Familiarity with Math Concepts - Divisor
ST62Q03	Familiarity with Math Concepts - Quadratic Function
ST62Q04	Overclaiming - Proper Number
ST62Q06	Familiarity with Math Concepts - Linear Equation
ST62Q07	Familiarity with Math Concepts - Vectors
ST62Q08	Familiarity with Math Concepts - Complex Number
ST62Q09	Familiarity with Math Concepts - Rational Number
ST62Q10	Familiarity with Math Concepts - Radicals
ST62Q11	Overclaiming - Subjunctive Scaling
ST62Q12	Familiarity with Math Concepts - Polygon
ST62Q13	Overclaiming - Declarative Fraction
ST62Q15	Familiarity with Math Concepts - Congruent Figure
ST62Q16	Familiarity with Math Concepts - Cosine
ST62Q17	Familiarity with Math Concepts - Arithmetic Mean
ST62Q19	Familiarity with Math Concepts - Probability
ST69Q01	Min in <class period> - <test lang>
ST69Q02	Min in <class period> - <Maths>
ST69Q03	Min in <class period> - <Science>
ST70Q01	No of <class period> p/wk - <test lang>
ST70Q02	No of <class period> p/wk - <Maths>
ST70Q03	No of <class period> p/wk - <Science>
ST71Q01	No of ALL <class period> a week
ST72Q01	Class Size - No of Students in <Test Language> Class
ST73Q01	OTL - Algebraic Word Problem in Math Lesson
ST73Q02	OTL - Algebraic Word Problem in Tests
ST74Q01	OTL - Procedural Task in Math Lesson
ST74Q02	OTL - Procedural Task in Tests
ST75Q01	OTL - Pure Math Reasoning in Math Lesson
ST75Q02	OTL - Pure Math Reasoning in Tests
ST76Q01	OTL - Applied Math Reasoning in Math Lesson
ST76Q02	OTL - Applied Math Reasoning in Tests

ST77Q01	Math Teaching - Teacher shows interest
ST77Q02	Math Teaching - Extra help
ST77Q04	Math Teaching - Teacher helps
ST77Q05	Math Teaching - Teacher continues
ST77Q06	Math Teaching - Express opinions
ST79Q01	Teacher-Directed Instruction - Sets Clear Goals
ST79Q02	Teacher-Directed Instruction - Encourages Thinking and Reasoning
ST79Q03	Student Orientation - Differentiates Between Students When Giving Tasks
ST79Q04	Student Orientation - Assigns Complex Projects
ST79Q05	Formative Assessment - Gives Feedback
ST79Q06	Teacher-Directed Instruction - Checks Understanding
ST79Q07	Student Orientation - Has Students Work in Small Groups
ST79Q08	Teacher-Directed Instruction - Summarizes Previous Lessons
ST79Q10	Student Orientation - Plans Classroom Activities
ST79Q11	Formative Assessment - Gives Feedback on Strengths and Weaknesses
ST79Q12	Formative Assessment - Informs about Expectations
ST79Q15	Teacher-Directed Instruction - Informs about Learning Goals
ST79Q17	Formative Assessment - Tells How to Get Better
ST80Q01	Cognitive Activation - Teacher Encourages to Reflect Problems
ST80Q04	Cognitive Activation - Gives Problems that Require to Think
ST80Q05	Cognitive Activation - Asks to Use Own Procedures
ST80Q06	Cognitive Activation - Presents Problems with No Obvious Solutions
ST80Q07	Cognitive Activation - Presents Problems in Different Contexts
ST80Q08	Cognitive Activation - Helps Learn from Mistakes
ST80Q09	Cognitive Activation - Asks for Explanations
ST80Q10	Cognitive Activation - Apply What We Learned
ST80Q11	Cognitive Activation - Problems with Multiple Solutions
ST81Q01	Disciplinary Climate - Students Don't Listen
ST81Q02	Disciplinary Climate - Noise and Disorder
ST81Q03	Disciplinary Climate - Teacher Has to Wait Until its Quiet
ST81Q04	Disciplinary Climate - Students Don't Work Well
ST81Q05	Disciplinary Climate - Students Start Working Late
ST82Q01	Vignette Teacher Support -Homework Every Other Day/Back in Time
ST82Q02	Vignette Teacher Support - Homework Once a Week/Back in Time
ST82Q03	Vignette Teacher Support - Homework Once a Week/Not Back in Time
ST83Q01	Teacher Support - Lets Us Know We Have to Work Hard
ST83Q02	Teacher Support - Provides Extra Help When Needed
ST83Q03	Teacher Support - Helps Students with Learning
ST83Q04	Teacher Support - Gives Opportunity to Express Opinions
ST84Q01	Vignette Classroom Management - Students Frequently Interrupt/Teacher Arrives Early
ST84Q02	Vignette Classroom Management - Students Are Calm/Teacher Arrives on Time
ST84Q03	Vignette Classroom Management - Students Frequently Interrupt/Teacher Arrives Late
ST85Q01	Classroom Management - Students Listen
ST85Q02	Classroom Management - Teacher Keeps Class Orderly
ST85Q03	Classroom Management - Teacher Starts On Time
ST85Q04	Classroom Management - Wait Long to <Quiet Down>
ST86Q01	Student-Teacher Relation - Get Along with Teachers

ST86Q02	Student-Teacher Relation - Teachers Are Interested
ST86Q03	Student-Teacher Relation - Teachers Listen to Students
ST86Q04	Student-Teacher Relation - Teachers Help Students
ST86Q05	Student-Teacher Relation - Teachers Treat Students Fair
ST87Q01	Sense of Belonging - Feel Like Outsider
ST87Q02	Sense of Belonging - Make Friends Easily
ST87Q03	Sense of Belonging - Belong at School
ST87Q04	Sense of Belonging - Feel Awkward at School
ST87Q05	Sense of Belonging - Liked by Other Students
ST87Q06	Sense of Belonging - Feel Lonely at School
ST87Q07	Sense of Belonging - Feel Happy at School
ST87Q08	Sense of Belonging - Things Are Ideal at School
ST87Q09	Sense of Belonging - Satisfied at School
ST88Q01	Attitude towards School - Does Little to Prepare Me for Life
ST88Q02	Attitude towards School - Waste of Time
ST88Q03	Attitude towards School - Gave Me Confidence
ST88Q04	Attitude towards School- Useful for Job
ST89Q02	Attitude toward School - Helps to Get a Job
ST89Q03	Attitude toward School - Prepare for College
ST89Q04	Attitude toward School - Enjoy Good Grades
ST89Q05	Attitude toward School - Trying Hard is Important
ST91Q01	Perceived Control - Can Succeed with Enough Effort
ST91Q02	Perceived Control - My Choice Whether I Will Be Good
ST91Q03	Perceived Control - Problems Prevent from Putting Effort into School
ST91Q04	Perceived Control - Different Teachers Would Make Me Try Harder
ST91Q05	Perceived Control - Could Perform Well if I Wanted
ST91Q06	Perceived Control - Perform Poor Regardless
ST93Q01	Perseverance - Give up easily
ST93Q03	Perseverance - Put off difficult problems
ST93Q04	Perseverance - Remain interested
ST93Q06	Perseverance - Continue to perfection
ST93Q07	Perseverance - Exceed expectations
ST94Q05	Openness for Problem Solving - Can Handle a Lot of Information
ST94Q06	Openness for Problem Solving - Quick to Understand
ST94Q09	Openness for Problem Solving - Seek Explanations
ST94Q10	Openness for Problem Solving - Can Link Facts
ST94Q14	Openness for Problem Solving - Like to Solve Complex Problems
ST96Q01	Problem Text Message - Press every button
ST96Q02	Problem Text Message - Trace steps
ST96Q03	Problem Text Message - Manual
ST96Q05	Problem Text Message - Ask a friend
ST101Q01	Problem Route Selection - Read brochure
ST101Q02	Problem Route Selection - Study map
ST101Q03	Problem Route Selection - Leave it to brother
ST101Q05	Problem Route Selection - Just drive
ST104Q01	Problem Ticket Machine - Similarities
ST104Q04	Problem Ticket Machine - Try buttons

ST104Q05	Problem Ticket Machine - Ask for help
ST104Q06	Problem Ticket Machine - Find ticket office
IC01Q01	At Home - Desktop Computer
IC01Q02	At Home - Portable laptop
IC01Q03	At Home - Tablet computer
IC01Q04	At Home - Internet connection
IC01Q05	At Home - Video games console
IC01Q06	At Home - Cell phone w/o Internet
IC01Q07	At Home - Cell phone with Internet
IC01Q08	At Home - Mp3/Mp4 player
IC01Q09	At Home - Printer
IC01Q10	At Home - USB (memory) stick
IC01Q11	At Home - Ebook reader
IC02Q01	At school - Desktop Computer
IC02Q02	At school - Portable laptop
IC02Q03	At school - Tablet computer
IC02Q04	At school - Internet connection
IC02Q05	At school - Printer
IC02Q06	At school - USB (memory) stick
IC02Q07	At school - Ebook reader
IC03Q01	First use of computers
IC04Q01	First access to Internet
IC05Q01	Internet at School
IC06Q01	Internet out-of-school - Weekday
IC07Q01	Internet out-of-school - Weekend
IC08Q01	Out-of-school 8 - One player games.
IC08Q02	Out-of-school 8 - Collabourative games.
IC08Q03	Out-of-school 8 - Use email
IC08Q04	Out-of-school 8 - Chat on line
IC08Q05	Out-of-school 8 - Social networks
IC08Q06	Out-of-school 8 - Browse the Internet for fun
IC08Q07	Out-of-school 8 - Read news
IC08Q08	Out-of-school 8 - Obtain practical information from the Internet
IC08Q09	Out-of-school 8 - Download music
IC08Q11	Out-of-school 8 - Upload content
IC09Q01	Out-of-school 9 - Internet for school
IC09Q02	Out-of-school 9 - Email students
IC09Q03	Out-of-school 9 - Email teachers
IC09Q04	Out-of-school 9 - Download from School
IC09Q05	Out-of-school 9 - Announcements
IC09Q06	Out-of-school 9 - Homework
IC09Q07	Out-of-school 9 - Share school material
IC10Q01	At School - Chat on line
IC10Q02	At School - Email
IC10Q03	At School - Browse for schoolwork
IC10Q04	At School - Download from website
IC10Q05	At School - Post on website

IC10Q06	At School - Simulations
IC10Q07	At School - Practice and drilling
IC10Q08	At School - Homework
IC10Q09	At School - Group work
IC11Q01	Maths lessons - Draw graph
IC11Q02	Maths lessons - Calculation with numbers
IC11Q03	Maths lessons - Geometric figures
IC11Q04	Maths lessons - Spreadsheet
IC11Q05	Maths lessons - Algebra
IC11Q06	Maths lessons - Histograms
IC11Q07	Maths lessons - Change in graphs
IC22Q01	Attitudes - Useful for schoolwork
IC22Q02	Attitudes - Homework more fun
IC22Q04	Attitudes - Source of information
IC22Q06	Attitudes - Troublesome
IC22Q07	Attitudes - Not suitable for schoolwork
IC22Q08	Attitudes - Too unreliable
EC01Q01	Miss 2 months of <ISCED 1>
EC02Q01	Miss 2 months of <ISCED 2>
EC03Q01	Future Orientation - Internship
EC03Q02	Future Orientation - Work-site visits
EC03Q03	Future Orientation - Job fair
EC03Q04	Future Orientation - Career advisor at school
EC03Q05	Future Orientation - Career advisor outside school
EC03Q06	Future Orientation - Questionnaire
EC03Q07	Future Orientation - Internet search
EC03Q08	Future Orientation - Tour<ISCED 3-5> institution
EC03Q09	Future Orientation - web search <ISCED 3-5> prog
EC03Q10	Future Orientation - <country specific item>
EC04Q01A	Acquired skills - Find job info - Yes, at school
EC04Q01B	Acquired skills - Find job info - Yes, out of school
EC04Q01C	Acquired skills - Find job info - No, never
EC04Q02A	Acquired skills - Search for job - Yes, at school
EC04Q02B	Acquired skills - Search for job - Yes, out of school
EC04Q02C	Acquired skills - Search for job - No, never
EC04Q03A	Acquired skills - Write resume - Yes, at school
EC04Q03B	Acquired skills - Write resume - Yes, out of school
EC04Q03C	Acquired skills - Write resume - No, never
EC04Q04A	Acquired skills - Job interview - Yes, at school
EC04Q04B	Acquired skills - Job interview - Yes, out of school
EC04Q04C	Acquired skills - Job interview - No, never
EC04Q05A	Acquired skills - ISCED 3-5 programs - Yes, at school
EC04Q05B	Acquired skills - ISCED 3-5 programs - Yes, out of school
EC04Q05C	Acquired skills - ISCED 3-5 programs - No, never
EC04Q06A	Acquired skills - Student financing - Yes, at school
EC04Q06B	Acquired skills - Student financing - Yes, out of school
EC04Q06C	Acquired skills - Student financing - No, never

EC05Q01	First language learned
EC06Q01	Age started learning <test language>
EC07Q01	Language spoken - Mother
EC07Q02	Language spoken - Father
EC07Q03	Language spoken - Siblings
EC07Q04	Language spoken - Best friend
EC07Q05	Language spoken - Schoolmates
EC08Q01	Activities language - Reading
EC08Q02	Activities language - Watching TV
EC08Q03	Activities language - Internet surfing
EC08Q04	Activities language - Writing emails
EC09Q03	Types of support <test language> - remedial lessons
EC10Q01	Amount of support <test language>
EC11Q02	Attend lessons <heritage language> - focused
EC11Q03	Attend lessons <heritage language> - school subjects
EC12Q01	Instruction in <heritage language>
ST22Q01	Acculturation - Mother Immigrant (Filter)
ST23Q01	Acculturation - Enjoy <Host Culture> Friends
ST23Q02	Acculturation - Enjoy <Heritage Culture> Friends
ST23Q03	Acculturation - Enjoy <Host Culture> Celebrations
ST23Q04	Acculturation - Enjoy <Heritage Culture> Celebrations
ST23Q05	Acculturation - Spend Time with <Host Culture> Friends
ST23Q06	Acculturation - Spend Time with <Heritage Culture> Friends
ST23Q07	Acculturation - Participate in <Host Culture> Celebrations
ST23Q08	Acculturation - Participate in <Heritage Culture> Celebrations
ST24Q01	Acculturation - Perceived Host-Heritage Cultural Differences - Values
ST24Q02	Acculturation - Perceived Host-Heritage Cultural Differences - Mother Treatment
ST24Q03	Acculturation - Perceived Host-Heritage Cultural Differences - Teacher Treatment
CLCUSE1	Calculator Use
CLCUSE301	Effort-real 1
CLCUSE302	Effort-real 2
DEFFORT	Difference in Effort
QUESTID	Student Questionnaire Form
BOOKID	Booklet ID
EASY	Standard or simplified set of booklets
AGE	Age of student
GRADE	Grade compared to modal grade in country
PROGN	Unique national study programme code
ANXMAT	Mathematics Anxiety
ATSCHL	Attitude towards School: Learning Outcomes
ATTLNACT	Attitude towards School: Learning Activities
BELONG	Sense of Belonging to School
BFMJ2	Father SQ ISEI
BMMJ1	Mother SQ ISEI
CLSMAN	Mathematics Teacher's Classroom Management
COBN_F	Country of Birth National Categories- Father
COBN_M	Country of Birth National Categories- Mother

COBN_S	Country of Birth National Categories- Self
COGACT	Cognitive Activation in Mathematics Lessons
CULTDIST	Cultural Distance between Host and Heritage Culture
CULTPOS	Cultural Possessions
DISCLIMA	Disciplinary Climate
ENTUSE	ICT Entertainment Use
ESCS	Index of economic, social and cultural status
EXAPPLM	Experience with Applied Mathematics Tasks at School
EXPUREM	Experience with Pure Mathematics Tasks at School
FAILMAT	Attributions to Failure in Mathematics
FAMCON	Familiarity with Mathematical Concepts
FAMCONC	Familiarity with Mathematical Concepts (Signal Detection Adjusted)
FAMSTRUC	Family Structure
FISCED	Educational level of father (ISCED)
HEDRES	Home educational resources
HERITCUL	Acculturation: Heritage Culture Oriented Strategies
HISCED	Highest educational level of parents
HISEI	Highest parental occupational status
HOMEPOS	Home Possessions
HOMSCH	ICT Use at Home for School-related Tasks
HOSTCUL	Acculturation: Host Culture Oriented Strategies
ICTATTNEG	Attitudes Towards Computers: Limitations of the Computer as a Tool for School Learning
ICTATTPOS	Attitudes Towards Computers: Computer as a Tool for School Learning
ICTHOME	ICT Availability at Home
ICTRES	ICT resources
ICTSCH	ICT Availability at School
IMMIG	Immigration status
INFOCAR	Information about Careers
INFOJOB1	Information about the Labour Market provided by the School
INFOJOB2	Information about the Labour Market provided outside of School
INSTMOT	Instrumental Motivation for Mathematics
INTMAT	Mathematics Interest
ISCEDD	ISCED designation
ISCEDL	ISCED level
ISCEDO	ISCED orientation
LANGCOMM	Preference for Heritage Language in Conversations with Family and Friends
LANGN	Language at home (3-digit code)
LANGRPPD	Preference for Heritage Language in Language Reception and Production
LMINS	Learning time (minutes per week) - <test language>
MATBEH	Mathematics Behaviour
MATHEFF	Mathematics Self-Efficacy
MATINTFC	Mathematics Intentions
MATWKETH	Mathematics Work Ethic
MISCED	Educational level of mother (ISCED)
MMINS	Learning time (minutes per week)- <Mathematics>
MTSUP	Mathematics Teacher's Support
OCOD1	ISCO-08 Occupation code - Mother

OCOD2	ISCO-08 Occupation code - Father
OPENPS	Openness for Problem Solving
OUTHOURS	Out-of-School Study Time
PARED	Highest parental education in years
PERSEV	Perseverance
REPEAT	Grade Repetition
SCMAT	Mathematics Self-Concept
SMINS	Learning time (minutes per week) - <Science>
STUDREL	Teacher Student Relations
SUBNORM	Subjective Norms in Mathematics
TCHBEHFA	Teacher Behaviour: Formative Assessment
TCHBEHSO	Teacher Behaviour: Student Orientation
TCHBEHTD	Teacher Behaviour: Teacher-directed Instruction
TEACHSUP	Teacher Support
TESTLANG	Language of the test
TIMEINT	Time of computer use (mins)
USEMATH	Use of ICT in Mathematic Lessons
USESCH	Use of ICT at School
WEALTH	Wealth
ANCATSCHL	Attitude towards School: Learning Outcomes (Anchored)
ANCATTLNACT	Attitude towards School: Learning Activities (Anchored)
ANCBELONG	Sense of Belonging to School (Anchored)
ANCCLSMAN	Mathematics Teacher's Classroom Management (Anchored)
ANCCOGACT	Cognitive Activation in Mathematics Lessons (Anchored)
ANCINSTMOT	Instrumental Motivation for Mathematics (Anchored)
ANCINTMAT	Mathematics Interest (Anchored)
ANCMATWKETH	Mathematics Work Ethic (Anchored)
ANCMTSUP	Mathematics Teacher's Support (Anchored)
ANCSCMAT	Mathematics Self-Concept (Anchored)
ANCSTUDREL	Teacher Student Relations (Anchored)
ANCSUBNORM	Subjective Norms in Mathematics (Anchored)
PV1MATH	Plausible value 1 in mathematics
PV2MATH	Plausible value 2 in mathematics
PV3MATH	Plausible value 3 in mathematics
PV4MATH	Plausible value 4 in mathematics
PV5MATH	Plausible value 5 in mathematics
PV1MACC	Plausible value 1 in content subscale of math - Change and Relationships
PV2MACC	Plausible value 2 in content subscale of math - Change and Relationships
PV3MACC	Plausible value 3 in content subscale of math - Change and Relationships
PV4MACC	Plausible value 4 in content subscale of math - Change and Relationships
PV5MACC	Plausible value 5 in content subscale of math - Change and Relationships
PV1MACQ	Plausible value 1 in content subscale of math - Quantity
PV2MACQ	Plausible value 2 in content subscale of math - Quantity
PV3MACQ	Plausible value 3 in content subscale of math - Quantity
PV4MACQ	Plausible value 4 in content subscale of math - Quantity
PV5MACQ	Plausible value 5 in content subscale of math - Quantity
PV1MACS	Plausible value 1 in content subscale of math - Space and Shape

PV2MACS	Plausible value 2 in content subscale of math - Space and Shape
PV3MACS	Plausible value 3 in content subscale of math - Space and Shape
PV4MACS	Plausible value 4 in content subscale of math - Space and Shape
PV5MACS	Plausible value 5 in content subscale of math - Space and Shape
PV1MACU	Plausible value 1 in content subscale of math - Uncertainty and Data
PV2MACU	Plausible value 2 in content subscale of math - Uncertainty and Data
PV3MACU	Plausible value 3 in content subscale of math - Uncertainty and Data
PV4MACU	Plausible value 4 in content subscale of math - Uncertainty and Data
PV5MACU	Plausible value 5 in content subscale of math - Uncertainty and Data
PV1MAPE	Plausible value 1 in process subscale of math - Employ
PV2MAPE	Plausible value 2 in process subscale of math - Employ
PV3MAPE	Plausible value 3 in process subscale of math - Employ
PV4MAPE	Plausible value 4 in process subscale of math - Employ
PV5MAPE	Plausible value 5 in process subscale of math - Employ
PV1MAPF	Plausible value 1 in process subscale of math - Formulate
PV2MAPF	Plausible value 2 in process subscale of math - Formulate
PV3MAPF	Plausible value 3 in process subscale of math - Formulate
PV4MAPF	Plausible value 4 in process subscale of math - Formulate
PV5MAPF	Plausible value 5 in process subscale of math - Formulate
PV1MAPI	Plausible value 1 in process subscale of math - Interpret
PV2MAPI	Plausible value 2 in process subscale of math - Interpret
PV3MAPI	Plausible value 3 in process subscale of math - Interpret
PV4MAPI	Plausible value 4 in process subscale of math - Interpret
PV5MAPI	Plausible value 5 in process subscale of math - Interpret
PV1READ	Plausible value 1 in reading
PV2READ	Plausible value 2 in reading
PV3READ	Plausible value 3 in reading
PV4READ	Plausible value 4 in reading
PV5READ	Plausible value 5 in reading
PV1SCIE	Plausible value 1 in science
PV2SCIE	Plausible value 2 in science
PV3SCIE	Plausible value 3 in science
PV4SCIE	Plausible value 4 in science
PV5SCIE	Plausible value 5 in science
W_FSTUWT	FINAL STUDENT WEIGHT
W_FSTR1	FINAL STUDENT REPLICATE BRR-FAY WEIGHT1
W_FSTR2	FINAL STUDENT REPLICATE BRR-FAY WEIGHT2
W_FSTR3	FINAL STUDENT REPLICATE BRR-FAY WEIGHT3
W_FSTR4	FINAL STUDENT REPLICATE BRR-FAY WEIGHT4
W_FSTR5	FINAL STUDENT REPLICATE BRR-FAY WEIGHT5
W_FSTR6	FINAL STUDENT REPLICATE BRR-FAY WEIGHT6
W_FSTR7	FINAL STUDENT REPLICATE BRR-FAY WEIGHT7
W_FSTR8	FINAL STUDENT REPLICATE BRR-FAY WEIGHT8
W_FSTR9	FINAL STUDENT REPLICATE BRR-FAY WEIGHT9
W_FSTR10	FINAL STUDENT REPLICATE BRR-FAY WEIGHT10
W_FSTR11	FINAL STUDENT REPLICATE BRR-FAY WEIGHT11
W_FSTR12	FINAL STUDENT REPLICATE BRR-FAY WEIGHT12

W_FSTR13	FINAL STUDENT REPLICATE BRR-FAY WEIGHT13
W_FSTR14	FINAL STUDENT REPLICATE BRR-FAY WEIGHT14
W_FSTR15	FINAL STUDENT REPLICATE BRR-FAY WEIGHT15
W_FSTR16	FINAL STUDENT REPLICATE BRR-FAY WEIGHT16
W_FSTR17	FINAL STUDENT REPLICATE BRR-FAY WEIGHT17
W_FSTR18	FINAL STUDENT REPLICATE BRR-FAY WEIGHT18
W_FSTR19	FINAL STUDENT REPLICATE BRR-FAY WEIGHT19
W_FSTR20	FINAL STUDENT REPLICATE BRR-FAY WEIGHT20
W_FSTR21	FINAL STUDENT REPLICATE BRR-FAY WEIGHT21
W_FSTR22	FINAL STUDENT REPLICATE BRR-FAY WEIGHT22
W_FSTR23	FINAL STUDENT REPLICATE BRR-FAY WEIGHT23
W_FSTR24	FINAL STUDENT REPLICATE BRR-FAY WEIGHT24
W_FSTR25	FINAL STUDENT REPLICATE BRR-FAY WEIGHT25
W_FSTR26	FINAL STUDENT REPLICATE BRR-FAY WEIGHT26
W_FSTR27	FINAL STUDENT REPLICATE BRR-FAY WEIGHT27
W_FSTR28	FINAL STUDENT REPLICATE BRR-FAY WEIGHT28
W_FSTR29	FINAL STUDENT REPLICATE BRR-FAY WEIGHT29
W_FSTR30	FINAL STUDENT REPLICATE BRR-FAY WEIGHT30
W_FSTR31	FINAL STUDENT REPLICATE BRR-FAY WEIGHT31
W_FSTR32	FINAL STUDENT REPLICATE BRR-FAY WEIGHT32
W_FSTR33	FINAL STUDENT REPLICATE BRR-FAY WEIGHT33
W_FSTR34	FINAL STUDENT REPLICATE BRR-FAY WEIGHT34
W_FSTR35	FINAL STUDENT REPLICATE BRR-FAY WEIGHT35
W_FSTR36	FINAL STUDENT REPLICATE BRR-FAY WEIGHT36
W_FSTR37	FINAL STUDENT REPLICATE BRR-FAY WEIGHT37
W_FSTR38	FINAL STUDENT REPLICATE BRR-FAY WEIGHT38
W_FSTR39	FINAL STUDENT REPLICATE BRR-FAY WEIGHT39
W_FSTR40	FINAL STUDENT REPLICATE BRR-FAY WEIGHT40
W_FSTR41	FINAL STUDENT REPLICATE BRR-FAY WEIGHT41
W_FSTR42	FINAL STUDENT REPLICATE BRR-FAY WEIGHT42
W_FSTR43	FINAL STUDENT REPLICATE BRR-FAY WEIGHT43
W_FSTR44	FINAL STUDENT REPLICATE BRR-FAY WEIGHT44
W_FSTR45	FINAL STUDENT REPLICATE BRR-FAY WEIGHT45
W_FSTR46	FINAL STUDENT REPLICATE BRR-FAY WEIGHT46
W_FSTR47	FINAL STUDENT REPLICATE BRR-FAY WEIGHT47
W_FSTR48	FINAL STUDENT REPLICATE BRR-FAY WEIGHT48
W_FSTR49	FINAL STUDENT REPLICATE BRR-FAY WEIGHT49
W_FSTR50	FINAL STUDENT REPLICATE BRR-FAY WEIGHT50
W_FSTR51	FINAL STUDENT REPLICATE BRR-FAY WEIGHT51
W_FSTR52	FINAL STUDENT REPLICATE BRR-FAY WEIGHT52
W_FSTR53	FINAL STUDENT REPLICATE BRR-FAY WEIGHT53
W_FSTR54	FINAL STUDENT REPLICATE BRR-FAY WEIGHT54
W_FSTR55	FINAL STUDENT REPLICATE BRR-FAY WEIGHT55
W_FSTR56	FINAL STUDENT REPLICATE BRR-FAY WEIGHT56
W_FSTR57	FINAL STUDENT REPLICATE BRR-FAY WEIGHT57
W_FSTR58	FINAL STUDENT REPLICATE BRR-FAY WEIGHT58
W_FSTR59	FINAL STUDENT REPLICATE BRR-FAY WEIGHT59

W_FSTR60	FINAL STUDENT REPLICATE BRR-FAY WEIGHT60
W_FSTR61	FINAL STUDENT REPLICATE BRR-FAY WEIGHT61
W_FSTR62	FINAL STUDENT REPLICATE BRR-FAY WEIGHT62
W_FSTR63	FINAL STUDENT REPLICATE BRR-FAY WEIGHT63
W_FSTR64	FINAL STUDENT REPLICATE BRR-FAY WEIGHT64
W_FSTR65	FINAL STUDENT REPLICATE BRR-FAY WEIGHT65
W_FSTR66	FINAL STUDENT REPLICATE BRR-FAY WEIGHT66
W_FSTR67	FINAL STUDENT REPLICATE BRR-FAY WEIGHT67
W_FSTR68	FINAL STUDENT REPLICATE BRR-FAY WEIGHT68
W_FSTR69	FINAL STUDENT REPLICATE BRR-FAY WEIGHT69
W_FSTR70	FINAL STUDENT REPLICATE BRR-FAY WEIGHT70
W_FSTR71	FINAL STUDENT REPLICATE BRR-FAY WEIGHT71
W_FSTR72	FINAL STUDENT REPLICATE BRR-FAY WEIGHT72
W_FSTR73	FINAL STUDENT REPLICATE BRR-FAY WEIGHT73
W_FSTR74	FINAL STUDENT REPLICATE BRR-FAY WEIGHT74
W_FSTR75	FINAL STUDENT REPLICATE BRR-FAY WEIGHT75
W_FSTR76	FINAL STUDENT REPLICATE BRR-FAY WEIGHT76
W_FSTR77	FINAL STUDENT REPLICATE BRR-FAY WEIGHT77
W_FSTR78	FINAL STUDENT REPLICATE BRR-FAY WEIGHT78
W_FSTR79	FINAL STUDENT REPLICATE BRR-FAY WEIGHT79
W_FSTR80	FINAL STUDENT REPLICATE BRR-FAY WEIGHT80
WVARSTRR	RANDOMIZED FINAL VARIANCE STRATUM (1-80)
VAR_UNIT	RANDOMLY ASSIGNED VARIANCE UNIT
SENWGT_STU	Senate weight - sum of weight within the country is 1000
VER_STU	Date of the database creation