

Appendix.

Overview of NEPS SC8 survey program.

This appendix provides an overview of the survey content, its measurement points, and the informant groups in NEPS-SC8.

For the competence assessments, the participating students are always the respondents. The letters P (paper-based) and C (computer-based) refer to the assessment mode. The subscript "sen" indicates students attending special schools.

For all other questionnaire content, the letters indicate the respondent group: S = student (target person), P = parent, T = teacher, and H = head of school, (H) = head of school who did not respond in the previous wave.

Superscript numbers refer to references listed at the end of the appendix.

Competences ¹	Wave 1 (2022/23)	Wave 2 (2023/24)	Wave 3 (2024/25)	Wave 4 (2025/26)	Wave 5 (2026/27)
Domain-general competences					
Reasoning			C, C _{sen}		
General knowledge		C, C _{sen}			
Verbal reasoning ²	P _{sen}			C _{sen}	
Nonverbal reasoning ²	P _{sen}			C _{sen}	
Domain-specific competences					
Reading competence* ³	P, P _{sen}		C, C _{sen}		C, C _{sen}
Reading competence (IQB Trends in Student Achievement) ⁴	P				P
Reading speed ⁵			C, C _{sen}		
Receptive vocabulary		C, C _{sen}			
Mathematical competence* ⁶	P		C		C
Mathematical competence (IQB Trends in Student Achievement)	P				P
Scientific competence* ⁷				C	
Languages of origin Russian and Turkish		C			
Meta-competences					
Information and communication technology (ICT)* ⁸		C		C	
Digital competence		C, C _{sen}		C, C _{sen}	
Civic literacy ⁹			C		

P = Paper-based Test, C = Computer-Based Test, P_{sen}/C_{sen} = administrated to students at special schools. *Competence scores are linked over time.

Learning environments ¹⁰	Wave 1 (2022/23)Wave 2 (2023/24)Wave 3 (2024/25)Wave 4 (2025/26)Wave 5 (2026/27)				
Learning opportunities in formal learning environments					
Instructional quality ¹¹	S, T		S, T		S, T
Family/home learning environment					
Home-based- parental involvement in education (quantity)	S	S	S	S	S
School-based parental involvement in education (quantity)			P	P	P
School based parental involvement (quality)	S		S, P	P	S, P
Parental availability		S		S	
Learning opportunities in nonformal/informal learning environments					
Regular activities (cultural activities) ¹²	S	S	S	S	S
Privat tutoring	S	S	S	S	S
School development					
Human ressources development: importance of further professional training	T		T		T
Leadership	T		T		T
Teacher evaluation/feedback	T		T		T
Stakeholder participation	T		T		T
Satisfaction with autonomy in the workplace	T		T		T
School innovativeness culture	T		T		T

School and instructional development	T		T		T
School life: dealing with diversity; openness towards diversity	T		T		T
Self-efficacy (teaching, classroom management, student motivation) ¹¹	T		T		T
Teacher cooperation	T		T		T
Transactional leadership	T		T		T
Digital media & use					
Use of digital media in schools	S, T	S	S, T	S	S, T
School culture: Attitudes toward school and the internet	S	S	S	S	S
Digital media in the home		S		S	
ICT-related reasons for use		S		S	
ICT-related educational practices		S, P		S, P	
Digital games		S		S	
Academic Media-Multitasking			S		S
Technoference				S, P	
Use of artificial intelligence				S	
Parental self-assessed digital media competence		P		P	
Teaching quality: Use of digital media	T		T		T
Teaching AI in the classroom					T
Educational concept: Digital media	T		T		T

Teachers' self-efficacy in computer tasks	T	T	T
Teachers' emphasis on ICT in teaching	T	T	T
Teachers' views on using ICT for teaching and learning at school	T	T	T

Note. S = student (target person), P = parent, T = teacher, H = head of school.

Educational decisions ¹³	Wave 1 (2022/23)	Wave 2 (2023/24)	Wave 3 (2024/25)	Wave 4 (2025/26)	Wave 5 (2026/27)
Bounded rationality/norms/framing					
Status maintenance	S	P	S	P	S, P
Aspirations	S	S, P	S, P	S, P	
Generalized attitude towards education			S	P	
Preferences / career orientations / meaning of work					S
Cultural capital					
Objectified cultural capital	S				S, P
Reading (quantity)	S	S, P	S	S	S, P
Number of books read	S	P	S	P	S, P
Participation in high culture and popular culture	S	S, P	S	S	S, P
Parental support for activities				P	P
Social capital					
Normative influence (reference groups)	S		S		S
Social capital within the family		S	P	S	P
Resource transmission (support, information, obligations) – education/career					S
Majority of friendships		S	S		
Position generator ¹⁴		P			P
Social composition of the school	H, T	H	H, T	H	H, T
Student-specific assessments (german and		T		T	

mathematics competencies)

Stereotyped assessment of reading and mathematics
competencies

T

T

T

Note. S = student (target person), P = parent, T = teacher, H = head of school.

Migration ¹⁵	Wave 1 (2022/23)	Wave 2 (2023/24)	Wave 3 (2024/25)	Wave 4 (2025/26)	Wave 5 (2026/27)
Cultural orientation					
Integration aspects (language; german identity, friends)	S	S	S, P	S, P	S, P
Identity - acculturation orientation - country of origin	S		S		S, P
Language					
Language(s) of origin	S, T		T		T
Language use		S		S	
Migration-specific learning environment					
Attitudes towards multilingualism (in the classroom)			T	S	T
Approaches to multilingualism in the classroom	T		T		T
Ethnic self-identification / perceived ascription by others			S, T		S
Share of students/teachers with migration background within class /school	H, T	H	H, T	H	H, T
General factors of educational success			P		P
Perceived discrimination					
Perceived discrimination (group-specific and personal) ¹⁶			S, P		S, P
Note. S = student (target person), P = parent, T = teacher, H = head of school.					

Returns to education ^{17,18}	Wave 1 (2022/23)	Wave 2 (2023/24)	Wave 3 (2024/25)	Wave 4 (2025/26)	Wave 5 (2026/27)
Satisfaction					
Life satisfaction	S	S	S, P	S, P	S, P
Satisfaction with life domains		S		S	S
Political participation					
Political interest	P		S	S, P	S
Actual participation in political actions			S	S	
Understanding of democracy			S		
Youth-specific political items (discussions / media)			S		
Political deprivation			S	S, P	
Conspiracy mentality			S	S, P	
Attitudes towards migration				S	P
Social participation ¹⁹					
Social trust			S		
Social belonging				P	P
Social exclusion	S	S	S	S	S
Memberships		S			S, P
Health ²⁰					
Health behavior				S, P	P
Health status (KINDL-instrument assessing health-related quality of life in children and adolescents)		S		S	

Self-rated health	S	S	S	S, P	S, P
Height / weight		S		S	
Parents' subjective assessment of health				P	P
Preferences (time and risk)					S, P

Note. S = student (target person), P = parent, T = teacher, H = head of school.

Motivation & personality ²¹	Wave 1 (2022/23)	Wave 2 (2023/24)	Wave 3 (2024/25)	Wave 4 (2025/26)	Wave 5 (2026/27)
Self-concept					
Self-concept school ²²	S	S, T	S	S, T	S
Self-esteem			P	P	S, P
Motivation					
Intrinsic motivation	S	S	S	S	S
Coping with everyday school life					
School anxiety		S		S	
Career interests					S
Personality					
Ambiguity tolerance ²³				S	
Big five			S		
Self-control			S		
Emotion regulation					S
Trust in science ²⁴				S	
Gender roles ²⁵		S	P	S	P
Behavioural strengths and difficulties ²⁶		S	P	S	S, P
Note. S = student (target person), P = parent, T = teacher, H = head of school.					

Age-specific content ²⁷	Wave 1 (2022/23)	Wave 2 (2023/24)	Wave 3 (2024/25)	Wave 4 (2025/26)	Wave 5 (2026/27)
Civic literacy ⁹					
Sense of political effectiveness			S	S	
Political content in class			S	S	
Open classroom climate			S		
Participation in school			S		
Political and civil society participation	P		S		
Short scale of political interest (PIKS)			S		
Attitudes toward democracy			S, P		
Attitude toward a pluralistic society			S, P		
Hours: social studies / social sciences			H		
School-based support programs	P				
History of education	H	(H)	H, T	(H)	H
Understanding of politics			T		
Teaching quality in social science			T		
Teaching efficacy in social science			T		
Curricular content: social science			T		
Well-being at school					
Days absent		S			
Positive affect		S, P		S, P	S, P
School enjoyment		S		S	S

Concerns about school					S
Pressure to perform from parents		S		S	S
Pressure to perform in school		S		S	S
Bullying		S		S	S
School alienation ²⁸		S		S	S
Reading intentions and motives	S		S	S	S
Vocational future					
Career guidance through one's social network		S		S	S
Level of exploration with respect to career future		S, P		S, P	S
Clarity regarding career future		S		S	S
Applying for an apprenticeship					S
Institution					
Educational approach	H	H	H	H	H
Offer of a second foreign language	H	H	H	H	H
Teacher turnover	H	(H)	H	(H)	H
Institutional stress at school	H	(H)	H	(H)	H
Attitudes towards significance of performance	H	(H)	H	(H)	H
Social tensions			H		
Professional experience	H, T	(H), T	H, T	(H), T	H, T
Percentage of career changers and lateral entrants	H	(H)	H	(H)	H

Note. S = student (target person), P = parent, T = teacher, H = head of school, (H) = head of school who did not respond in the previous wave.

Sociodemographics ²⁹	Wave 1 (2022/23)	Wave 2 (2023/24)	Wave 3 (2024/25)	Wave 4 (2025/26)	Wave 5 (2026/27)
Gender identity	S, H	(H)	S, H	(H)	S, H
Sex at birth	S, H	(H)	S, H	(H)	S, H
Date of birth	S	S	S	S	S
Country of birth and date of arrival	S				
Nationality	S				S, P
Household composition/household size	S, P	S, P	S, P	P	S, P
Household income	P	P	P	P	P
Parents' country of birth	S				
Grandparents' country of birth	S				
Family relationship	S	S	S	S	S
Religion	S, P		S, P		S, P
Parental employment status	S, P	S, P	S, P	P	S, P
Parental occupations	S, P	P	S, P	P	P
Parental education	S				
Parental migration background	P	P	P	P	P
Material deprivation ³⁰	P	P	P	P	S, P
Childs' school history	S, P	P	P	P	P
Siblings	P		P		P

Note. S = student (target person), P = parent, T = teacher, H = head of school, (H) = head of school who did not respond in the previous wave.

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