Young Lives

An International Study of Childhood Poverty

YOUNG LIVES SCHOOL SURVEY

PERU
ROUND 1 (2011-12)

DATA DICTIONARY

Peru Data Dictionary
School Survey

Data Files

A total of 25 data files are generated from the Peru School Survey dataset.

Data File Name	Description	Primary Keys
PE_SCH_ActaConsolidadaCurricular		SCHLID; TURNOIE
PE_SCH_AnalysisMathsResponses		TEACHPK
PE_SCH_EIBDirector		TEACHPK
PE_SCH_EIBStudent		PUPILPK
PE_SCH_EIBTeacher		TEACHPK
PE_SCH_LanguageTeacher		TEACHPK
PE_SCH_LectoraMatematica1		PUPILPK
PE_SCH_LectoraMatematica2		PUPILPK
PE_SCH_LectoraMatematica3		PUPILPK
PE_SCH_LectoraMatematica4		PUPILPK

Data File Name	Description	Primary Keys
PE_SCH_LectoraMatematica5		PUPILPK
PE_SCH_LectoraMatematica6		PUPILPK
PE_SCH_MathsTeacher		TEACHPK
PE_SCH_PrincipalQuestionnaire		TEACHPK
PE_SCH_SchoolIdentificationDataEntry		SCHLID
PE_SCH_StudentQuestionnaire		PUPILPK
PE_SCH_tblPupilRoster		SCHLID; AULA; TURNOIE; PUPILID
PE_SCH_tblSchoolClassList		SCHLID; AULA
PE_SCH_tblSocioDemographic		SCHLID; AULA; TURNOIE; PUPILID
PE_SCH_tblSocioDemographicDataEntry		SCHLID; AULA; TURNOIE
PE_SCH_tblStudentReportRoster		SCHLID; AULA; TURNOIE; PUPILID
PE_SCH_tblTeacherReport		SCHLID; AULA; TURNOIE; TEACHID
PE_SCH_tblTeacherRoster		SCHLID; AULA; TURNOIE; TEACHID
PE_SCH_tblYLRoster		SCHLID; CHILDID
PE_SCH_TeachingAssistance		SCHLID; AULA; TURNOIE

PE_SCH_ActaConsolidadaCurricular

This section describes the variables and their codes found in the file PE_SCH_ActaConsolidadaCurricular, which come directly from the Young Lives School Survey questionnaire. There is only one record per School Shift. The following codes are standard across most of the numeric variables in the dataset:

> 77=Not known (NK)– This is where the respondent says they do not know;
> 88=Not applicable(N/A)– This is where the question is not applicable because of a response given to an earlier question
> 99=Missing – The question was missed during fieldwork or was not clearly recorded
> 79=Refused to answer – The respondent did not want to answer the question.

For variables where these values are feasible for the question the missing value codes are negative. Also for year-codes, the missing value codes are composed of 4 digits instead of 2; i.e. 7777= NK, 8888=N/A, 9999= Missing. For year-code variables, the code 79= Refused to answer has not been generated.

Variables -

SCHLID	School ID
TURNOIE	School Shift

> 1 = "Morning"
> 2 = "Afternoon"
> 3 = "Morning and afternoon"

INICDAY	Date of first day of work in the school, day
INICMTH	Date of first day of work in the school, month
INICYEAR	Date of first day of work in the school, year
INICIO	Date of first day of work in the school
FINDAY	Date of last day of work in the school, day
FINMTH	Date of last day of work in the school, month
FINYEAR	Date of last day of work in the school, year
FINDATE	Date of last day of work in the school
SOURCE10	Source of Information, 2010

> 1 = "School register"
> 2 = "Other Document (Specify)"
> 3 = "Oral report (Specify)"
> 4 = "Information not available"

SOURCE09	Source of Information, 2009

1 = "School register"
2 = "Other Document (Specify)"
3 = "Oral report (Specify)"
4 = "Information not available"

G110ENRH	2010 First Grade : Boys Enrolled
G110ENRM	2010 First Grade : Girls Enrolled
G110PRMH	2010 First Grade : Boys Promoted
G110PRMM	2010 First Grade : Girls Promoted
G110DEPH	2010 First Grade : Boys Retained
G110DEPM	2010 First Grade : Girls Retained
G110RETH	2010 First Grade : Boys Retired
G110RETM	2010 First Grade : Girls Retired
G110TRSH	2010 First Grade : Boys Moved to other school
G110TRSM	2010 First Grade : Girls Moved to other school
G210ENRH	2010 Second Grade : Boys Enrolled
G210ENRM	2010 Second Grade : Girls Enrolled
G210PRMH	2010 Second Grade : Boys Promoted
G210PRMM	2010 Second Grade : Girls Promoted
G210DEPH	2010 Second Grade : Boys Retained
G210DEPM	2010 Second Grade : Girls Retained
G210RETH	2010 Second Grade : Boys Retired
G210RETM	2010 Second Grade : Girls Retired
G210TRSH	2010 Second Grade : Boys Moved to other school
G210TRSM	2010 Second Grade : Girls Moved to other school
G310ENRH	2010 Third Grade : Boys Enrolled
G310ENRM	2010 Third Grade : Girls Enrolled
G310PRMH	2010 Third Grade : Boys Promoted
G310PRMM	2010 Third Grade : Girls Promoted
G310DEPH	2010 Third Grade : Boys Retained
G310DEPM	2010 Third Grade : Girls Retained
G310RETH	2010 Third Grade : Boys Retired
G310RETM	2010 Third Grade : Girls Retired
G310TRSH	2010 Third Grade : Boys Moved to other school

G310TRSM	2010 Third Grade : Girls Moved to other school
G410ENRH	2010 Fourth Grade : Boys Enrolled
G410ENRM	2010 Fourth Grade : Girls Enrolled
G410PRMH	2010 Fourth Grade : Boys Promoted
G410PRMM	2010 Fourth Grade : Girls Promoted
G410DEPH	2010 Fourth Grade : Boys Retained
G410DEPM	2010 Fourth Grade : Girls Retained
G410RETH	2010 Fourth Grade : Boys Retired
G410RETM	2010 Fourth Grade : Girls Retired
G410TRSH	2010 Fourth Grade : Boys Moved to other school
G410TRSM	2010 Fourth Grade : Girls Moved to other school
G510ENRH	2010 Fifth Grade : Boys Enrolled
G510ENRM	2010 Fifth Grade : Girls Enrolled
G510PRMH	2010 Fifth Grade : Boys Promoted
G510PRMM	2010 Fifth Grade : Girls Promoted
G510DEPH	2010 Fifth Grade : Boys Retained
G510DEPM	2010 Fifth Grade : Girls Retained
G510RETH	2010 Fifth Grade : Boys Retired
G510RETM	2010 Fifth Grade : Girls Retired
G510TRSH	2010 Fifth Grade : Boys Moved to other school
G510TRSM	2010 Fifth Grade : Girls Moved to other school
G610ENRH	2010 Sixth Grade : Boys Enrolled
G610ENRM	2010 Sixth Grade : Girls Enrolled
G610PRMH	2010 SixthGrade : Boys Promoted
G610PRMM	2010 Sixth Grade : Girls Promoted
G610DEPH	2010 Sixth Grade : Boys Retained
G610DEPM	2010 Sixth Grade : Girls Retained
G610RETH	2010 SixthGrade : Boys Retired
G610RETM	2010 Sixth Grade : Girls Retired
G610TRSH	2010 Sixth Grade : Boys Moved to other school
G610TRSM	2010 Sixth Grade : Girls Moved to other school
G109ENRH	2009 First Grade : Boys Enrolled

G109ENRM	2009 First Grade : Girls Enrolled
G109PRMH	2009 First Grade : Boys Promoted
G109PRMM	2009 First Grade : Girls Promoted
G109DEPH	2009 First Grade : Boys Retained
G109DEPM	2009 First Grade : Girls Retained
G109RETH	2009 First Grade : Boys Retired
G109RETM	2009 First Grade : Girls Retired
G109TRSH	2009 First Grade : Boys Moved to other school
G109TRSM	2009 First Grade : Girls Moved to other school
G209ENRH	2009 Second Grade : Boys Enrolled
G209ENRM	2009 Second Grade : Girls Enrolled
G209PRMH	2009 Second Grade : Boys Promoted
G209PRMM	2009 Second Grade : Girls Promoted
G209DEPH	2009 Second Grade : Boys Retained
G209DEPM	2009 Second Grade : Girls Retained
G209RETH	2009 Second Grade : Boys Retired
G209RETM	2009 Second Grade : Girls Retired
G209TRSH	2009 Second Grade : Boys Moved to other school
G209TRSM	2009 Second Grade : Girls Moved to other school
G309ENRH	2009 Third Grade : Boys Enrolled
G309ENRM	2009 Third Grade : Girls Enrolled
G309PRMH	2009 Third Grade : Boys Promoted
G309PRMM	2009 Third Grade : Girls Promoted
G309DEPH	2009 Third Grade : Boys Retained
G309DEPM	2009 Third Grade : Girls Retained
G309RETH	2009 Third Grade : Boys Retired
G309RETM	2009 Third Grade : Girls Retired
G309TRSH	2009 Third Grade : Boys Moved to other school
G309TRSM	2009 Third Grade : Girls Moved to other school
G409ENRH	2009 Fourth Grade : Boys Enrolled
G409ENRM	2009 Fourth Grade : Girls Enrolled
G409PRMH	2009 Fourth Grade : Boys Promoted

G409PRMM	2009 Fourth Grade : Girls Promoted
G409DEPH	2009 Fourth Grade : Boys Retained
G409DEPM	2009 Fourth Grade : Girls Retained
G409RETH	2009 Fourth Grade : Boys Retired
G409RETM	2009 Fourth Grade : Girls Retired
G409TRSH	2009 Fourth Grade : Boys Moved to other school
G409TRSM	2009 Fourth Grade : Girls Moved to other school
G509ENRH	2009 Fifth Grade : Boys Enrolled
G509ENRM	2009 Fifth Grade : Girls Enrolled
G509PRMH	2009 Fifth Grade : Boys Promoted
G509PRMM	2009 Fifth Grade : Girls Promoted
G509DEPH	2009 Fifth Grade : Boys Retained
G509DEPM	2009 Fifth Grade : Girls Retained
G509RETH	2009 Fifth Grade : Boys Retired
G509RETM	2009 Fifth Grade : Girls Retired
G509TRSH	2009 Fifth Grade : Boys Moved to other school
G509TRSM	2009 Fifth Grade : Girls Moved to other school
G609ENRH	2009 Sixth Grade : Boys Enrolled
G609ENRM	2009 Sixth Grade : Girls Enrolled
G609PRMH	2009 SixthGrade : Boys Promoted
G609PRMM	2009 Sixth Grade : Girls Promoted
G609DEPH	2009 Sixth Grade : Boys Retained
G609DEPM	2009 Sixth Grade : Girls Retained
G609RETH	2009 SixthGrade : Boys Retired
G609RETM	2009 Sixth Grade : Girls Retired
G609TRSH	2009 Sixth Grade : Boys Moved to other school
G609TRSM	2009 Sixth Grade : Girls Moved to other school

PE_SCH_AnalysisMathsResponses

| TEACHPK | Composite primary key - SCHLID+TURNOIE+AULA+TEACHID |
| SCHLID | School ID |

TURNOIE	School Shift
	1 = "Morning"
	2 = "Afternoon"
	3 = "Morning and afternoon"
AULA	Class ID
TEACHID	Teacher ID
DINTDAY	Date of application: Day
DINTMTH	Date of application: Month
DINTYEAR	Date of application: Year
DINT	Date of application
FLDSTTM	At what time did you start the questionnaire?
FLDENTM	At what time did you finish the questionnaire?
PREG01	What is the most likely reason why Sara has made this mistake?
	1 = "She confused addition with multiplication"
	2 = "She did not remember to add a 0 to the number 13"
	3 = "She did not remember to add 0 to the number 65"
	4 = "She did not understand anything about multiplication"
PREG02	What is the most likely reason why Carmen has made this mistake?
	1 = "She begins correctly but forgets what she has learned for later examples"
	2 = "She regroups or 'borrows' even when she does not need to"
	3 = "She confuses procedures for subtraction and division"
	4 = "She has not understood anything about regrouping or 'borrowing'"
PREG03	Which of the following is the most likely reason why Mario is answering incorrectly to some of the exercises?
	1 = "He does not know what a fraction is"
	2 = "He counts the number of parts not shaded, and records that number as the denominator of his fraction"
	3 = "He understands fractions only where the denominator is an even number"
	4 = "He has placed the denominator and the numerator the wrong way around"
PREG04	What is the most likely reason why the student made the mistake?
	1 = "The student confuses multiplication with subtraction"

2 = "The student doesn't know the multiplication table"

3 = "The student doesn't know the concept of carrying"

4 = "The student confuses addition with multiplication"

PREG05   Which of the following is the best way to develop the student's understanding?

1 = "Emphasize that the second partial product involves multiplying 123 by 40, not by 4"

2 = "Explain that zero is simply a place holder to keep the digits lined up in the correct columns"

3 = "Emphasize that adding a zero to any number does not change the value of the number"

4 = "Explain that when multiplying by the tens digit, the result should be lined up by starting in the tens column"

PREG061   How do you think Claudia is likely to do in the following problems using his procedures?

1 = "She is likely to get this ítem correct using her procedure"

2 = "She is likely to get this ítem incorrect using her procedure"

PREG062   How do you think Claudia is likely to do in the following problems using his procedures?

1 = "She is likely to get this ítem correct using her procedure"

2 = "She is likely to get this ítem incorrect using her procedure"

PREG071   Why did this student make a mistake?

1 = "The student confuses adding with subtracting"

2 = "The student did not understand that the numbers in the sequence were descending"

3 = "The student identified the diminishing sequence and looked for the number immediately below 16"

4 = "The student has not learned about multiplication"

PREG072   Why did this student make a mistake?

1 = "The student picked a number randomly to complete the sequence"

2 = "The student confused subtraction with division"

3 = "The student thought that the sequence was descending not ascending"

4 = "The student thought the pattern was to add the two previous numbers together to make the next one"

PREG08   Choose the best explanation why Juan's reasoning is not correct

1 = "Because he is using different units to represent the whole part and the proper fraction in 2 2/3"

2 = "Because 2 2/3 is not 4/5. It is Because he does not know what a mixed number is 8/3"

3 = "Because he does not know what a mixed number is"

PREG09   What is the most likely reason why the student has made a mistake?

1 = "The student has not learned anything about subtraction"

2 = "The student confuses addition with subtraction"

3 = "The student doesn't apply correctly the concept of 'borrowing"

4 = "The student has forgotten to remove a zero in his calculations"

PREG101   Why did the student make a mistake?

1 = "The student doesn't understand the concept of addition"

2 = "The student doesn't apply correctly the concept of carrying"

3 = "The student made a calculation error"

PREG102   Why did the student make a mistake?

1 = "The student doesn't apply correctly the concept of carrying"

2 = "The student wrote a number randomly"

3 = "The student made a calculation error"

PREG11   What is the most likely reason why Rosa has made a mistake?

1 = "She found a pattern which works for the early numbers but not for the later ones"

2 = "She selected the number exactly between 4 and 11, which is not the correct way to understand the pattern"

3 = "She thinks that adding 4 to the previous number is the pattern"

4 = "She does not understand multiplication at all"

PE_SCH_EIBDirector

TEACHPK   Composite primary key - SCHLID+TURNOIE+AULA+TEACHID

SCHLID   School code

TURNOIE   School Shift

               1 = "Morning"

               2 = "Afternoon"

               3 = "Morning and afternoon"

AULA   Will be 88 for the headmaster

TEACHID   Headmaster code

RESPOND   Who answer the questionnaire?

               1 = "Headmaster"

               2 = "Deputy Headmaster"

               3 = "Other (specify)"

DINTDAY   Date of application: Day

DINTMTH   Date of application: Month

DINTYEAR   Date of application: Year

DINT   Date of application

FLDSTTM   At what time did you start the questionnaire?

FLDENTM   At what time did you finish the questionnaire?

HABLCAST   How well do you speak in Spanish

               1 = "Very well"

               2 = "Well"

               3 = "More or less"

HABLQUEC   How well do you speak in Quechua

               1 = "Very well"

               2 = "Well"

               3 = "More or less"

HABLAIMA   How well do you speak in Aimara

               1 = "Very well"

               2 = "Well"

               3 = "More or less"

HABLSELV	How well do you speak in Native language of the jungle
	1 = "Very well"
	2 = "Well"
	3 = "More or less"
LEERCAST	How well do you read in Spanish
	1 = "Very well"
	2 = "Well"
	3 = "More or less"
LEERQUEC	How well do you read in Quechua
	1 = "Very well"
	2 = "Well"
	3 = "More or less"
LEERAIMA	How well do you read in Aimara
	1 = "Very well"
	2 = "Well"
	3 = "More or less"
LEERSELV	How well do you read in Native language of the jungle
	1 = "Very well"
	2 = "Well"
	3 = "More or less"
ESCRCAST	How well do you write Spanish
	1 = "Very well"
	2 = "Well"
	3 = "More or less"
ESCRQUEC	How well do you write Quechua
	1 = "Very well"
	2 = "Well"
	3 = "More or less"
ESCRAIMA	How well do you write Aimara
	1 = "Very well"
	2 = "Well"
	3 = "More or less"

ESCRSELV   How well do you write Native language of the jungle

1 = "Very well"

2 = "Well"

3 = "More or less"

COMPCAST   How well do you understand if someone speaks you in Spanish

1 = "Very well"

2 = "Well"

3 = "More or less"

COMPQUEC   How well do you understand if someone speaks you in Quechua

1 = "Very well"

2 = "Well"

3 = "More or less"

COMPAIMA   How well do you understand if someone speaks you in Aimara

1 = "Very well"

2 = "Well"

3 = "More or less"

COMPSELV   How well do you understand if someone speaks you in Native language of the jungle

1 = "Very well"

2 = "Well"

3 = "More or less"

CASALANG   At home, which language do you speak most of the time?

1 = "Spanish"

2 = "Quechua"

3 = "Aimara"

4 = "Native language of the jungle (specify)"

5 = "Spanish & Quechua"

6 = "Spanish & Aimara"

7 = "Spanish & Native language of the jungle (specify)"

8 = "Other (specify)"

POMLANG   Indicate in which language do the following family members living with you speak to you : Father

1 = "Spanish"

2 = "Quechua"

3 = "Aimara"

4 = "Native language of the jungle (specify)"

5 = "Other language"

6 = "Don't have / Don't live with that person"

MADLANG   Indicate in which language do the following family members living with you speak to you : Mother

1 = "Spanish"

2 = "Quechua"

3 = "Aimara"

4 = "Native language of the jungle (specify)"

5 = "Other language"

6 = "Don't have / Don't live with that person"

ESPLANG   Indicate in which language do the following family members living with you speak to you : Spouse

1 = "Spanish"

2 = "Quechua"

3 = "Aimara"

4 = "Native language of the jungle (specify)"

5 = "Other language"

6 = "Don't have / Don't live with that person"

HPQLANG   Indicate in which language do the following family members living with you speak to you : Little children (in scholar age, primary or secondary)

1 = "Spanish"

2 = "Quechua"

3 = "Aimara"

4 = "Native language of the jungle (specify)"

5 = "Other language"

6 = "Don't have / Don't live with that person"

HADLANG   Indicate in which language do the following family members living with you speak to you : Adult children

1 = "Spanish"

2 = "Quechua"

3 = "Aimara"

4 = "Native language of the jungle (specify)"

5 = "Other language"

6 = "Don't have / Don't live with that person"

HRMLANG   Indicate in which language do the following family members living with you speak to you : Siblings

1 = "Spanish"

2 = "Quechua"

3 = "Aimara"

4 = "Native language of the jungle (specify)"

5 = "Other language"

6 = "Don't have / Don't live with that person"

AMIGLANG   Indicate in which language do you prefer to do the following activities: Talking with friends

1 = "Spanish"

2 = "Quechua"

3 = "Aimara"

4 = "Native language of the jungle (specify)"

5 = "Other language"

6 = "Don't have / Don't live with that person"

VISTLANG   Indicate in which language do you prefer to do the following activities: Talking with visitors who come to your home

1 = "Spanish"

2 = "Quechua"

3 = "Aimara"

4 = "Native language of the jungle (specify)"

5 = "Other language"

6 = "Don't have / Don't live with that person"

LEYDLANG   Indicate in which language do you prefer to do the following activities: Telling stories or legends

1 = "Spanish"

2 = "Quechua"

3 = "Aimara"

4 = "Native language of the jungle (specify)"

5 = "Other language"

6 = "Don't have / Don't live with that person"

CHISLANG   Indicate in which language do you prefer to do the following activities: Telling jokes

1 = "Spanish"

2 = "Quechua"

3 = "Aimara"

4 = "Native language of the jungle (specify)"

5 = "Other language"

6 = "Don't have / Don't live with that person"

CANTLANG   Indicate in which language do you prefer to do the following activities: Singing

1 = "Spanish"

2 = "Quechua"

3 = "Aimara"

4 = "Native language of the jungle (specify)"

5 = "Other language"

6 = "Don't have / Don't live with that person"

RECRLANG   Indicate in which language do you prefer to do the following activities: Talking during breaks from school

1 = "Spanish"

2 = "Quechua"

3 = "Aimara"

4 = "Native language of the jungle (specify)"

5 = "Other language"

6 = "Don't have / Don't live with that person"

LENGORIG   Native language

LENGIE   In the school, in which language do you speak most the time?

1 = "Spanish"

2 = "Native language"

3 = "Other language"

IEDOCLNG   Teachers

1 = "Spanish"

2 = "Native language"

3 = "Other language"

IEAUXLNG   Teacher aids

1 = "Spanish"

2 = "Native language"

3 = "Other language"

IEESTLNG   Students

1 = "Spanish"

2 = "Native language"

3 = "Other language"

IEPADLNG   Parents

1 = "Spanish"

2 = "Native language"

3 = "Other language"

TIDOCLNG   Indicate in which language do you speak most of the time with the following members from the primary level of the school: Teachers

1 = "Spanish"

2 = "Native language"

3 = "Other language"

TIAUXLNG   Indicate in which language do you speak most of the time with the following members from the primary level of the school: Teacher aids

1 = "Spanish"

2 = "Native language"

3 = "Other language"

TIESTLNG   Indicate in which language do you speak most of the time with the following members from the primary level of the school: Students

1 = "Spanish"

2 = "Native language"

3 = "Other language"

TIPADLNG   Indicate in which language do you speak most of the time with the following members from the primary level of the school: Parents

1 = "Spanish"

2 = "Native language"

3 = "Other language"

HBQACHAC   In which language is better to speak in the following places? Field

1 = "Spanish"

2 = "Native language"

HBQAIGTM   In which language is better to speak in the following places? Church or temple

	1 = "Spanish"
	2 = "Native language"
HBQAPUEB	In which language is better to speak in the following places? Village
	1 = "Spanish"
	2 = "Native language"
HBQAFERI	In which language is better to speak in the following places? Fair
	1 = "Spanish"
	2 = "Native language"
HBQAOFIC	In which language is better to speak in the following places? Offices or Public institutions
	1 = "Spanish"
	2 = "Native language"
HBQATIEN	In which language is better to speak in the following places? Stores
	1 = "Spanish"
	2 = "Native language"
HBQAIE	In which language is better to speak in the following places? School
	1 = "Spanish"
	2 = "Native language"
OPBUSQ	In this area people are better understood when speaking in (Native language)
	1 = "In disagreement"
	2 = "More or less agree"
	3 = "In agreement"
OPKNCADL	You must know Spanish well to deal with life
	1 = "In disagreement"
	2 = "More or less agree"
	3 = "In agreement"
OPQAGATR	(Native language) Is the language of belated people
	1 = "In disagreement"
	2 = "More or less agree"
	3 = "In agreement"
OPCAIDGE	Spanish is the language of educated people
	1 = "In disagreement"
	2 = "More or less agree"

3 = "In agreement"

OPQAMDCS   (Native language) is sweeter than Spanish

1 = "In disagreement"

2 = "More or less agree"

3 = "In agreement"

OPGSEUQ   The government should encourage the use of (Native language) in public institutions in this area

1 = "In disagreement"

2 = "More or less agree"

3 = "In agreement"

OPGEMHPQ   The government should employ more health teachers who speak (Native language) in this area

1 = "In disagreement"

2 = "More or less agree"

3 = "In agreement"

OPGEMTCQ   The government should employ more teachers who speak (Native language) in this area

1 = "In disagreement"

2 = "More or less agree"

3 = "In agreement"

OPMCDALN   People who only speak Spanish in this area should learn other native languages

1 = "In disagreement"

2 = "More or less agree"

3 = "In agreement"

OPRADQ   There should be radio news in (Native language)

1 = "In disagreement"

2 = "More or less agree"

3 = "In agreement"

OPPERQ   There should be newspapers/magazines in (Native language)

1 = "In disagreement"

2 = "More or less agree"

3 = "In agreement"

OPENSQES   (Native language) should be the language of instruction in schools

	1 = "In disagreement"
	2 = "More or less agree"
	3 = "In agreement"
NINOLANG	Children learn better when they are taught in
	1 = "Spanish only"
	2 = "Native language only"
	3 = "Spanish and Native language"
	4 = "Other language"
CREELANG	How do you think is it better to teach in the school?
	1 = "Spanish only"
	2 = "Native language only"
	3 = "Spanish and Native language"
	4 = "Other language"
NTKEEP	For what is it useful to read and write in (Native language)? To keep native language alive
	0 = "No"
	1 = "Yes"
NTEMPOPS	For what is it useful to read and write in (Native language)? To improve employment opportunities
	0 = "No"
	1 = "Yes"
NTSTUDY	For what is it useful to read and write in (Native language)? To improve educational opportunities
	0 = "No"
	1 = "Yes"
NTLEARN	For what is it useful to read and write in (Native language)? To learn Spanish more easily
	0 = "No"
	1 = "Yes"
NTCULT	For what is it useful to read and write in (Native language)? To learn better about your culture
	0 = "No"
	1 = "Yes"

NTFRIEND	For what is it useful to read and write in (Native language)? To communicate better with your family and/or friends
	0 = "No"
	1 = "Yes"
NTNADA	For what is it useful to read and write in (Native language)? For nothing
	0 = "No"
	1 = "Yes"
CSEMPOPS	For what is it useful to read and write in Spanish? To improve employment opportunities
	0 = "No"
	1 = "Yes"
CSSTUDY	For what is it useful to read and write in Spanish? To improve educational opportunities
	0 = "No"
	1 = "Yes"
CSCULT	For what is it useful to read and write in Spanish? To learn better about your culture
	0 = "No"
	1 = "Yes"
CSFRIEND	For what is it useful to read and write in Spanish? To communicate better with your family and/or friends
	0 = "No"
	1 = "Yes"
CSNADA	For what is it useful to read and write in Spanish? For nothing
	0 = "No"
	1 = "Yes"
MTACHAB	I like working with Spanish-speaker students better than (Native language)
	1 = "In disagreement"
	2 = "More or less agree"
	3 = "In agreement"
NCHQA	Spanish-speaker children (lengua originaria) learn better than (Native language)
	1 = "In disagreement"
	2 = "More or less agree"
	3 = "In agreement"

EBSBPSA   Bilingual education is or would be better for your students

1 = "In disagreement"

2 = "More or less agree"

3 = "In agreement"

ALAHQANS   Your students should learn to speak well in (Native language)

1 = "In disagreement"

2 = "More or less agree"

3 = "In agreement"

ALAEQANS   Your students should learn to write and read well in (Native language)

1 = "In disagreement"

2 = "More or less agree"

3 = "In agreement"

PARTPEIB   Does your school follow a bilingual teaching methodology in Spanish and (native language)

0 = "No"

1 = "Yes"

QUEINST   Which institution implements the bilingual teaching methodology in your school?

1 = "MINEDU only"

2 = "NGO only"

3 = "MINEDU and NGO"

4 = "Self management of the E.I."

EIBIN3   In which grades is the bilingual teaching methodology implemented? Pre-elementary, age 3

0 = "No"

1 = "Yes"

3 = "Doesn't attend to that grade"

EIBIN4   In which grades is the bilingual teaching methodology implemented? Pre-elementary, age 4

0 = "No"

1 = "Yes"

3 = "Doesn't attend to that grade"

EIBIN5   In which grades is the bilingual teaching methodology implemented? Pre-elementary, age 5

0 = "No"

1 = "Yes"

3 = "Doesn't attend to that grade"

EIBG1P	In which grades is the bilingual teaching methodology implemented? First grade of Primary

0 = "No"

1 = "Yes"

3 = "Doesn't attend to that grade"

EIBG2P	In which grades is the bilingual teaching methodology implemented? Second grade of Primary

0 = "No"

1 = "Yes"

3 = "Doesn't attend to that grade"

EIBG3P	In which grades is the bilingual teaching methodology implemented? Third grade of Primary

0 = "No"

1 = "Yes"

3 = "Doesn't attend to that grade"

EIBG4P	In which grades is the bilingual teaching methodology implemented? Fourth grade of Primary

0 = "No"

1 = "Yes"

3 = "Doesn't attend to that grade"

EIBG5P	In which grades is the bilingual teaching methodology implemented? Fifth grade of Primary

0 = "No"

1 = "Yes"

3 = "Doesn't attend to that grade"

EIBG6P	In which grades is the bilingual teaching methodology implemented? Sixth grade of Primary

0 = "No"

1 = "Yes"

3 = "Doesn't attend to that grade"

DOCEIBCP	Do teachers in your school have received any preparation or training in bilingual teaching methodology?

	0 = "No"
	1 = "Yes"
ANOCAP	When did they receive that training? If they have been trained more than once, indicate the last year of training
COMIREC	Text book or work book of Communication in Quechua, do you have this material?
	0 = "No"
	1 = "Yes"
COMIGRD1	Which grades use this material? 1st. grade
	0 = "No"
	1 = "Yes"
COMIGRD2	Which grades use this material? 2nd. grade
	0 = "No"
	1 = "Yes"
COMIGRD3	Which grades use this material? 3rd. grade
	0 = "No"
	1 = "Yes"
COMIGRD4	Which grades use this material? 4th. grade
	0 = "No"
	1 = "Yes"
COMIGRD5	Which grades use this material? 5th.grade
	0 = "No"
	1 = "Yes"
COMIGRD6	Which grades use this material? 6th. grade
	0 = "No"
	1 = "Yes"
COMIUSEM	Have you received any training on the use of this material?
	0 = "No"
	1 = "Yes"
LGMTREC	Text book or work book of Mathematics in quechua, do you have this material?
	0 = "No"
	1 = "Yes"
LGMTGRD1	Which grades use this material? 1st. grade
	0 = "No"

1 = "Yes"

LGMTGRD2 Which grades use this material? 2nd. grade

0 = "No"

1 = "Yes"

LGMTGRD3 Which grades use this material? 3rd. grade

0 = "No"

1 = "Yes"

LGMTGRD4 Which grades use this material? 4th. grade

0 = "No"

1 = "Yes"

LGMTGRD5 Which grades use this material? 5th.grade

0 = "No"

1 = "Yes"

LGMTGRD6 Which grades use this material? 6th. grade

0 = "No"

1 = "Yes"

LGMTUSEM Have you received any training on the use of this material?

0 = "No"

1 = "Yes"

LECTREC Books/Tales/Stories in native language, do you have this material?

0 = "No"

1 = "Yes"

LECTGRD1 Which grades use this material? 1st. grade

0 = "No"

1 = "Yes"

LECTGRD2 Which grades use this material? 2nd. grade

0 = "No"

1 = "Yes"

LECTGRD3 Which grades use this material? 3rd. grade

0 = "No"

1 = "Yes"

LECTGRD4 Which grades use this material? 4th. grade

0 = "No"

1 = "Yes"

LECTGRD5   Which grades use this material? 5th.grade

0 = "No"

1 = "Yes"

LECTGRD6   Which grades use this material? 6th. grade

0 = "No"

1 = "Yes"

LECTUSEM   Have you received any training on the use of this material?

0 = "No"

1 = "Yes"

DICCREC   Dictionary of a native language, do you have this material?

0 = "No"

1 = "Yes"

DICCGRD1   Which grades use this material? 1st. grade

0 = "No"

1 = "Yes"

DICCGRD2   Which grades use this material? 2nd. grade

0 = "No"

1 = "Yes"

DICCGRD3   Which grades use this material? 3rd. grade

0 = "No"

1 = "Yes"

DICCGRD4   Which grades use this material? 4th. grade

0 = "No"

1 = "Yes"

DICCGRD5   Which grades use this material? 5th.grade

0 = "No"

1 = "Yes"

DICCGRD6   Which grades use this material? 6th. grade

0 = "No"

1 = "Yes"

DICCUSEM	Have you received any training on the use of this material?
	0 = "No"
	1 = "Yes"
YUPAREC	Yupana (Counting tool),do you have this material?
	0 = "No"
	1 = "Yes"
YUPAGRD1	Which grades use this material? 1st. grade
	0 = "No"
	1 = "Yes"
YUPAGRD2	Which grades use this material? 2nd. grade
	0 = "No"
	1 = "Yes"
YUPAGRD3	Which grades use this material? 3rd. grade
	0 = "No"
	1 = "Yes"
YUPAGRD4	Which grades use this material? 4th. grade
	0 = "No"
	1 = "Yes"
YUPAGRD5	Which grades use this material? 5th. grade
	0 = "No"
	1 = "Yes"
YUPAGRD6	Which grades use this material? 6th. grade
	0 = "No"
	1 = "Yes"
YUPAUSEM	Have you received any training on the use of this material?
	0 = "No"
	1 = "Yes"
MEIBREC	IBE (Intercultural Bilingual Education) Handbooks for teachers, do you have this material?
	0 = "No"
	1 = "Yes"
MEIBGRD1	Which grades use this material? 1st. grade
	0 = "No"

	1 = "Yes"
MEIGRD2	Which grades use this material? 2nd. grade
	0 = "No"
	1 = "Yes"
MEIGRD3	Which grades use this material? 3rd. grade
	0 = "No"
	1 = "Yes"
MEIGRD4	Which grades use this material? 4th. grade
	0 = "No"
	1 = "Yes"
MEIGRD5	Which grades use this material? 5th. grade
	0 = "No"
	1 = "Yes"
MEIGRD6	Which grades use this material? 6th. grade
	0 = "No"
	1 = "Yes"
MEIBUSEM	Have you received any training on the use of this material?
	0 = "No"
	1 = "Yes"
OTR1REC	Do you have any other educational bilingual material?
	0 = "No"
	1 = "Yes"
OTR1GRD1	Which grades use this material? 1st. grade
	0 = "No"
	1 = "Yes"
OTR1GRD2	Which grades use this material? 2nd. grade
	0 = "No"
	1 = "Yes"
OTR1GRD3	Which grades use this material? 3rd. grade
	0 = "No"
	1 = "Yes"
OTR1GRD4	Which grades use this material? 4th. grade

0 = "No"

1 = "Yes"

OTR1GRD5 Which grades use this material? 5th. grade

0 = "No"

1 = "Yes"

OTR1GRD6 Which grades use this material? 6th. grade

0 = "No"

1 = "Yes"

OTR1USEM Have you received any training on the use of this material?

0 = "No"

1 = "Yes"

OTR2REC Do you have any other educational bilingual material?

0 = "No"

1 = "Yes"

OTR2GRD1 Which grades use this material? 1st. grade

0 = "No"

1 = "Yes"

OTR2GRD2 Which grades use this material? 2nd. grade

0 = "No"

1 = "Yes"

OTR2GRD3 Which grades use this material? 3rd. grade

0 = "No"

1 = "Yes"

OTR2GRD4 Which grades use this material? 4th. grade

0 = "No"

1 = "Yes"

OTR2GRD5 Which grades use this material? 5th. grade

0 = "No"

1 = "Yes"

OTR2GRD6 Which grades use this material? 6th. grade

0 = "No"

1 = "Yes"

OTR2USEM   Have you received any training on the use of this material?

0 = "No"

1 = "Yes"

BARNUSED   Main barriers or difficulties for bilingual teaching: Is not useful/does not serve

0 = "No"

1 = "Yes"

BARMATS   Main barriers or difficulties for bilingual teaching: More or better materials are missing

0 = "No"

1 = "Yes"

BARLACK   Main barriers or difficulties for bilingual teaching: Parents' support is missing

0 = "No"

1 = "Yes"

BATTWBM   Main barriers or difficulties for bilingual teaching: Bilingual methodology training courses are missing

0 = "No"

1 = "Yes"

BARTWNT   Main barriers or difficulties for bilingual teaching: Native language teaching training courses are missing

0 = "No"

1 = "Yes"

BARSTUDS   Main barriers or difficulties for bilingual teaching: There is no interest from students

0 = "No"

1 = "Yes"

BARNONE   Main barriers or difficulties for bilingual teaching: None

0 = "No"

1 = "Yes"

PE_SCH_EIBStudent

PUPILPK	Composite key for student - SCHLID + TURNOIE + AULA + PUPILID
SCHLID	School code
TURNOIE	School Shift
	1 = "Morning"
	2 = "Afternoon"
	3 = "Morning and afternoon"
AULA	Class ID
PUPILID	Student ID
DINTDAY	Date of application: Day
DINTMTH	Date of application: Month
DINTYEAR	Date of application: Year
DINT	Date of application
FLDSTTM	At what time did you start the questionnaire?
FLDENTM	At what time did you finish the questionnaire?
SLNGCASA	At home, which language do you speak most of the time?
	1 = "Spanish"
	2 = "Quechua"
	3 = "Aimara"
	4 = "Native language of the jungle (specify)"
	5 = "Spanish & Quechua"
	6 = "Spanish & Aimara"
	7 = "Spanish & Native language of the jungle (specify)"
	8 = "Other (specify)"
CASTCOMP	Can you understand if someone speaks to you in Spanish?
	1 = "More or less"
	2 = "Well"
	3 = "Very well"
	4 = "Don't know how to speak that language"
CASTHABL	Can you speak in Spanish?
	1 = "More or less"

	2 = "Well"
	3 = "Very well"
	4 = "Don't know how to speak that language"
CASTLEER	Can you read in Spanish?
	1 = "More or less"
	2 = "Well"
	3 = "Very well"
	4 = "Don't know how to speak that language"
CASTESCR	Can you write in Spanish?
	1 = "More or less"
	2 = "Well"
	3 = "Very well"
	4 = "Don't know how to speak that language"
LENGORIG	Native language
LNORCOMP	Can you understand if someone speaks to you in (native language)?
	1 = "More or less"
	2 = "Well"
	3 = "Very well"
	4 = "Don't know how to speak that language"
LNORHABL	Can you speak in (native language)
	1 = "More or less"
	2 = "Well"
	3 = "Very well"
	4 = "Don't know how to speak that language"
LNORLEER	Can you read in (native language)
	1 = "More or less"
	2 = "Well"
	3 = "Very well"
	4 = "Don't know how to speak that language"
LNORESCR	Can you write in (native language)
	1 = "More or less"
	2 = "Well"

3 = "Very well"

4 = "Don't know how to speak that language"

LANGDAD	Indicate which language do the following members of your family living with you speak the most: Father

1 = "Spanish"

2 = "Quechua"

3 = "Aimara"

4 = "Native language of the jungle (specify)"

5 = "Other language"

6 = "Don't have / Don't live with that person"

LANGMUM	Indicate which language do the following members of your family living with you speak the most: Mother

1 = "Spanish"

2 = "Quechua"

3 = "Aimara"

4 = "Native language of the jungle (specify)"

5 = "Other language"

6 = "Don't have / Don't live with that person"

LANGOSIB	Indicate which language do the following members of your family living with you speak the most: Older siblings

1 = "Spanish"

2 = "Quechua"

3 = "Aimara"

4 = "Native language of the jungle (specify)"

5 = "Other language"

6 = "Don't have / Don't live with that person"

LANGYSIB	Indicate which language do the following members of your family living with you speak the most: Younger siblings

1 = "Spanish"

2 = "Quechua"

3 = "Aimara"

4 = "Native language of the jungle (specify)"

5 = "Other language"

6 = "Don't have / Don't live with that person"

LANGGDAD Indicate which language do the following members of your family living with you speak the most: Grandfather

1 = "Spanish"

2 = "Quechua"

3 = "Aimara"

4 = "Native language of the jungle (specify)"

5 = "Other language"

6 = "Don't have / Don't live with that person"

LANGGMUM Indicate which language do the following members of your family living with you speak the most: Grandmother

1 = "Spanish"

2 = "Quechua"

3 = "Aimara"

4 = "Native language of the jungle (specify)"

5 = "Other language"

6 = "Don't have / Don't live with that person"

LANGTIO Indicate which language do the following members of your family living with you speak the most: Uncle or aunt

1 = "Spanish"

2 = "Quechua"

3 = "Aimara"

4 = "Native language of the jungle (specify)"

5 = "Other language"

6 = "Don't have / Don't live with that person"

TLNGDAD Indicate in which language do the following members of your family living with you speak to you the most: Father

1 = "Spanish"

2 = "Quechua"

3 = "Aimara"

4 = "Native language of the jungle (specify)"

5 = "Other language"

6 = "Don't have / Don't live with that person"

TLNGMUM Indicate in which language do the following members of your family living with you speak to you the most: Mother

1 = "Spanish"

2 = "Quechua"

3 = "Aimara"

4 = "Native language of the jungle (specify)"

5 = "Other language"

6 = "Don't have / Don't live with that person"

TLNGOSIB   Indicate in which language do the following members of your family living with you speak to you the most: Older siblings

1 = "Spanish"

2 = "Quechua"

3 = "Aimara"

4 = "Native language of the jungle (specify)"

5 = "Other language"

6 = "Don't have / Don't live with that person"

TLNGYSIB   Indicate in which language do the following members of your family living with you speak to you the most: Younger siblings

1 = "Spanish"

2 = "Quechua"

3 = "Aimara"

4 = "Native language of the jungle (specify)"

5 = "Other language"

6 = "Don't have / Don't live with that person"

TLNGGDAD   Indicate in which language do the following members of your family living with you speak to you the most: Grandfather

1 = "Spanish"

2 = "Quechua"

3 = "Aimara"

4 = "Native language of the jungle (specify)"

5 = "Other language"

6 = "Don't have / Don't live with that person"

TLNGGMUM   Indicate in which language do the following members of your family living with you speak to you the most: Grandmother

1 = "Spanish"

2 = "Quechua"

3 = "Aimara"

4 = "Native language of the jungle (specify)"

5 = "Other language"

6 = "Don't have / Don't live with that person"

TLNGTIO   Indicate in which language do the following members of your family living with you speak to you the most: Uncle or aunt

1 = "Spanish"

2 = "Quechua"

3 = "Aimara"

4 = "Native language of the jungle (specify)"

5 = "Other language"

6 = "Don't have / Don't live with that person"

LANGJUEG   Indicate in which language do you speak most of the time when you are: Playing

1 = "Spanish"

2 = "Quechua"

3 = "Aimara"

4 = "Native language of the jungle (specify)"

5 = "Other language"

6 = "Don't have / Don't live with that person"

LANGCFAM   Indicate in which language do you speak most of the time when you are: Talking to your relatives

1 = "Spanish"

2 = "Quechua"

3 = "Aimara"

4 = "Native language of the jungle (specify)"

5 = "Other language"

6 = "Don't have / Don't live with that person"

LANGCAMG   Indicate in which language do you speak most of the time when you are: Talking to your friends

1 = "Spanish"

2 = "Quechua"

3 = "Aimara"

4 = "Native language of the jungle (specify)"

5 = "Other language"

6 = "Don't have / Don't live with that person"

LANGHIST   Indicate in which language do you speak most of the time when you are: Telling stories or jokes

1 = "Spanish"

2 = "Quechua"

3 = "Aimara"

4 = "Native language of the jungle (specify)"

5 = "Other language"

6 = "Don't have / Don't live with that person"

LENGSCHM   At school, in which language do you speak most of the time?

1 = "Spanish"

2 = "Quechua"

3 = "Aimara"

4 = "Native language of the jungle (specify)"

5 = "Other language"

6 = "Don't have / Don't live with that person"

HABDIR   Indicate in which language the following persons from your school speak to you most of the time: Principal

1 = "Spanish"

2 = "Quechua"

3 = "Aimara"

4 = "Native language of the jungle (specify)"

5 = "Other language"

6 = "Don't have / Don't live with that person"

HABPROF   Indicate in which language the following persons from your school speak to you most of the time: Teachers

1 = "Spanish"

2 = "Quechua"

3 = "Aimara"

4 = "Native language of the jungle (specify)"

5 = "Other language"

6 = "Don't have / Don't live with that person"

HABAUX	Indicate in which language the following persons from your school speak to you most of the time: Teacher aids
	1 = "Spanish"
	2 = "Quechua"
	3 = "Aimara"
	4 = "Native language of the jungle (specify)"
	5 = "Other language"
	6 = "Don't have / Don't live with that person"
HABCOMP	Indicate in which language the following persons from your school speak to you most of the time: Friends/students
	1 = "Spanish"
	2 = "Quechua"
	3 = "Aimara"
	4 = "Native language of the jungle (specify)"
	5 = "Other language"
	6 = "Don't have / Don't live with that person"
LANGMATH	In which language does your Mathematics teacher teach you?
	1 = "Spanish"
	2 = "Quechua"
	3 = "Aimara"
	4 = "Native language of the jungle (specify)"
	5 = "Other language"
	6 = "Don't have / Don't live with that person"
MSPKCAST	How often do you speak Spanish during Mathematics class?
	1 = "Never"
	2 = "Sometimes"
	3 = "Almost Always"
	4 = "Always"
MSPKORIG	How often do you speak (Native language) during Mathematics class?
	1 = "Never"
	2 = "Sometimes"
	3 = "Almost Always"
	4 = "Always"

MTSKCAST   How often does your teacher speaks to you in Spanish during Mathematics class

1 = "Never"

2 = "Sometimes"

3 = "Almost Always"

4 = "Always"

MTSKORIG   How often does your teacher speaks to you in (Native language) during Mathematics class?

1 = "Never"

2 = "Sometimes"

3 = "Almost Always"

4 = "Always"

MDICLANG   Which language does your teacher use the most for: Dictating Mathematics class

1 = "Spanish"

2 = "Native language"

MHLPLANG   Which language does your teacher use the most for: Helping students understand tasks or works during Mathematics class?

1 = "Spanish"

2 = "Native language"

MASKLANG   Which language does your teacher use the most for: Making questions to students during Mathematics class

1 = "Spanish"

2 = "Native language"

MESCLANG   Which language does your teacher use the most for: Writing on the blackboard during Mathematics class

1 = "Spanish"

2 = "Native language"

MEXMLANG   Which language does your teacher use the most for: Giving examples to students during Mathematics class

1 = "Spanish"

2 = "Native language"

MBADLANG   Which language does your teacher use the most for: Correcting bad behaviors of students during Mathematics class

1 = "Spanish"

2 = "Native language"

MUNDLANG   During Mathematic class, you understand your teacher better when he/she speaks in?

1 = "Spanish"

2 = "Native language"

MRDLANG   During Mathematic classes, in which language do you read more?

1 = "Spanish"

2 = "Native language"

MWRLANG   During Mathematic classes, in which language do you write more?

1 = "Spanish"

2 = "Native language"

MSPLANG   During Mathematic classes, in which language do you speak more with your friends?

1 = "Spanish"

2 = "Native language"

LANGCOMU   In which language does your Communication (Language Arts) teacher teach you?

1 = "Spanish only"

2 = "Native language only"

3 = "Spanish and native language"

4 = "Other language"

CSPKCAST   How often do you speak Spanish during Communication (Language Arts) classes?

1 = "Never"

2 = "Sometimes"

3 = "Almost Always"

4 = "Always"

CSPKORIG   How often do you speak (Native language) during Communication (Language Arts) classes?

1 = "Never"

2 = "Sometimes"

3 = "Almost Always"

4 = "Always"

CTSKCAST   How often does your teacher speaks to you in Spanish during Communication (Language Arts) classes?

1 = "Never"

2 = "Sometimes"

	3 = "Almost Always"
	4 = "Always"
CTSKORIG	How often does your teacher speaks to you in (Native language) during Communication (Language Arts) classes?
	1 = "Never"
	2 = "Sometimes"
	3 = "Almost Always"
	4 = "Always"
CDICLANG	Which language does your teacher use more for: Dictating Communication (Language Arts) class
	1 = "Spanish"
	2 = "Native language"
CHLPLANG	Which language does your teacher use more for: Helping students understand tasks or works during Communication (Language Arts) class
	1 = "Spanish"
	2 = "Native language"
CASKLANG	Which language does your teacher use more for: Making questions to students during Communication (Language Arts) class
	1 = "Spanish"
	2 = "Native language"
CWRTLANG	Which language does your teacher use more for: Writing on the blackboard during Communication (Language Arts) class
	1 = "Spanish"
	2 = "Native language"
CEXMLANG	Which language does your teacher use more for: Giving examples to students during Communication (Language Arts) class
	1 = "Spanish"
	2 = "Native language"
CBADLANG	Which language does your teacher use more for: Correcting bad behaviors of students during Communication (Language Arts) classes
	1 = "Spanish"
	2 = "Native language"
CUNDLANG	During Communication (Language Arts) classes, you understand your teacher better when he/she speaks in?
	1 = "Spanish"

2 = "Native language"

CRDLANG   During Communication (Language Arts) classes, in which language do you read more?

1 = "Spanish"

2 = "Native language"

CWRLANG   During Communication (Language Arts) classes, in which language do you write more?

1 = "Spanish"

2 = "Native language"

CSPLANG   During Communication (Language Arts) classes, in which language do you speak more with your friends?

1 = "Spanish"

2 = "Native language"

IMPLEER   How important is learning to read in (native language)?

1 = "Not important"

2 = "Less important"

3 = "Very important"

IMPESCR   How important is learning to write in (native language)?

1 = "Not important"

2 = "Less important"

3 = "Very important"

IMPAPRE   How important is learning Spanish?

1 = "Not important"

2 = "Less important"

3 = "Very important"

GUSTCAST   You like to speak in Spanish

1 = "Nothing"

2 = "Little"

3 = "Much"

4 = "Don't know how to speak in that language"

GUSTORIG   You like to speak in (native language)

1 = "Nothing"

2 = "Little"

3 = "Much"

4 = "Don't know how to speak in that language"

BESTCHAC	In which language is better to speak in the: Field
	1 = "Spanish"
	2 = "Native language"
BESTCHCH	In which language is better to speak in the: Church or temple
	1 = "Spanish"
	2 = "Native language"
BESTPEOP	In which language is better to speak in the: Village
	1 = "Spanish"
	2 = "Native language"
BESTFAIR	In which language is better to speak in the: Fair
	1 = "Spanish"
	2 = "Native language"
BESTHOME	In which language is better to speak in: Home
	1 = "Spanish"
	2 = "Native language"
BESTSCHL	In which language is better to speak in the: School
	1 = "Spanish"
	2 = "Native language"
ORIGTRAB	Read and write in (native language) is useful: To find a job
	0 = "No"
	1 = "Yes"
ORIGESTD	Read and write in (native language) is useful: To further study
	0 = "No"
	1 = "Yes"
ORIGCULT	Read and write in (native language) is useful: To learn better about your culture
	0 = "No"
	1 = "Yes"
ORIGCAST	Read and write in (native language) is useful: In order to learn Spanish more easily
	0 = "No"
	1 = "Yes"
ORIGCOMM	Read and write in (native language) is useful: To communicate better with your family and/or friends
	0 = "No"

1 = "Yes"

ORIGNADA   Read and write in (native language) is useful: For nothing

0 = "No"

1 = "Yes"

CASTTRAB   Read and write in Spanish is useful: To find a job

0 = "No"

1 = "Yes"

CASTESTD   Read and write in Spanish is useful: To further study

0 = "No"

1 = "Yes"

CASTCULT   Read and write in Spanish is useful: To learn better about your culture

0 = "No"

1 = "Yes"

CASTCOMM   Read and write in Spanish is useful: To communicate better with your family and/or friends

0 = "No"

1 = "Yes"

CASTNADA   Read and write in Spanish is useful: For nothing

0 = "No"

1 = "Yes"

SCHBILIN   Does your school is bilingual (they teach you both in Spanish and (Native Language)

0 = "No"

1 = "Yes"

LIBWORK   How often do you use the following materials during classes: Text book or work book of Communication in Quechua

1 = "Never or almost never"

2 = "1 or 2 times a week"

3 = "3 or 4 times a week"

4 = "Every day"

5 = "Don't have"

LIBMATH   How often do you use the following materials during classes: Text book or work book of Mathematics in quechua

1 = "Never or almost never"

2 = "1 or 2 times a week"

3 = "3 or 4 times a week"

4 = "Every day"

5 = "Don't have"

LIBHIST   How often do you use the following materials during classes: Books/Tales/Stories in native language

1 = "Never or almost never"

2 = "1 or 2 times a week"

3 = "3 or 4 times a week"

4 = "Every day"

5 = "Don't have"

DICCORIG   How often do you use the following materials during classes: Dictionary of a native language

1 = "Never or almost never"

2 = "1 or 2 times a week"

3 = "3 or 4 times a week"

4 = "Every day"

5 = "Don't have"

YUPANA   How often do you use the following materials during classes: Yupana (counting tool)

1 = "Never or almost never"

2 = "1 or 2 times a week"

3 = "3 or 4 times a week"

4 = "Every day"

5 = "Don't have"

OTMAT1   How often do you use the following materials during classes: Have you any other bilingual educational material?

1 = "Never or almost never"

2 = "1 or 2 times a week"

3 = "3 or 4 times a week"

4 = "Every day"

5 = "Don't have"

OTMAT2   How often do you use the following materials during classes: Have you any other bilingual educational material?

1 = "Never or almost never"

2 = "1 or 2 times a week"

3 = "3 or 4 times a week"

4 = "Every day"

5 = "Don't have"

PE_SCH_EIBTeacher

TEACHPK	Composite primary key - SCHLID+TURNOIE+AULA+TEACHID
SCHLID	School ID
TURNOIE	School Shift
AULA	Class ID
TEACHID	Teacher ID
ENTDAY	Delivery date : day
ENTMTH	Delivery date : month
ENTYEAR	Delivery date : year
ENTDATE	Delivery date
DEVDAY	Devolution date : day
DEVMTH	Devolution date : month
DEVYEAR	Devolution date :year
DEVDATE	Devolution date
LENGORIG	Indicate the degree to which you handle the (native language)
HABLORIG	How well can you speak in (native language)

1 = "Very well"

2 = "Well"

3 = "More or less"

4 = "Don't know how to speak that language"

LEERORIG   How well can you read in (native language)

1 = "Very well"

2 = "Well"

3 = "More or less"

4 = "Don't know how to speak that language"

ESCRORIG   How well can you write in (native language)

1 = "Very well"

2 = "Well"

3 = "More or less"

4 = "Don't know how to speak that language"

COMPORIG   How well can you understand if someone speaks you in (native language)

1 = "Very well"

2 = "Well"

3 = "More or less"

4 = "Don't know how to speak that language"

CASALANG   At home, what language do you speak most of the time?

1 = "Spanish"

2 = "Quechua"

3 = "Aimara"

4 = "Native language of the jungle (specify)"

5 = "Spanish & Quechua"

6 = "Spanish & Aimara"

7 = "Spanish & Native language of the jungle (specify)"

8 = "Other (specify)"

POMLANG   Indicate in which language do you speak most of the time with you: Father

1 = "Spanish"

2 = "Quechua"

3 = "Aimara"

4 = "Native language of the jungle (specify)"

5 = "Other language"

6 = "Don't have / Don't live with that person"

MADLANG   Indicate in which language do you speak most of the time with you: Mother

1 = "Spanish"

2 = "Quechua"

3 = "Aimara"

4 = "Native language of the jungle (specify)"

5 = "Other language"

6 = "Don't have / Don't live with that person"

ESPLANG   Indicate in which language do you speak most of the time with you: Spouse

1 = "Spanish"

2 = "Quechua"

3 = "Aimara"

4 = "Native language of the jungle (specify)"

5 = "Other language"

6 = "Don't have / Don't live with that person"

HPQLANG   Indicate in which language do you speak most of the time with you: Little children (in school age, primary or secondary)

1 = "Spanish"

2 = "Quechua"

3 = "Aimara"

4 = "Native language of the jungle (specify)"

5 = "Other language"

6 = "Don't have / Don't live with that person"

HADLANG   Indicate in which language do you speak most of the time with you: Adult children

1 = "Spanish"

2 = "Quechua"

3 = "Aimara"

4 = "Native language of the jungle (specify)"

5 = "Other language"

6 = "Don't have / Don't live with that person"

HRMLANG   Indicate in which language do you speak most of the time with you: Siblings

1 = "Spanish"

2 = "Quechua"

3 = "Aimara"

4 = "Native language of the jungle (specify)"

5 = "Other language"

6 = "Don't have / Don't live with that person"

AMIGLANG   Indicate in which language do you prefer to do: Talking with friends

1 = "Spanish"

2 = "Quechua"

3 = "Aimara"

4 = "Native language of the jungle (specify)"

5 = "Other language"

VISTLANG   Indicate in which language do you prefer to do: Talking with visitors who come to your home

1 = "Spanish"

2 = "Quechua"

3 = "Aimara"

4 = "Native language of the jungle (specify)"

5 = "Other language"

LEYDLANG   Indicate in which language do you prefer to do: Telling stories or legends

1 = "Spanish"

2 = "Quechua"

3 = "Aimara"

4 = "Native language of the jungle (specify)"

5 = "Other language"

CHISLANG   Indicate in which language do you prefer to do: Telling jokes

1 = "Spanish"

2 = "Quechua"

3 = "Aimara"

4 = "Native language of the jungle (specify)"

5 = "Other language"

CANTLANG   Indicate in which language do you prefer to do: Singing

1 = "Spanish"

2 = "Quechua"

3 = "Aimara"

4 = "Native language of the jungle (specify)"

5 = "Other language"

RECRLANG   Indicate in which language do you prefer to do: Talking during breaks from school

1 = "Spanish"

2 = "Quechua"

3 = "Aimara"

4 = "Native language of the jungle (specify)"

5 = "Other language"

LENGIE   In the school, in which language do you speak most of the time?

1 = "Spanish"

2 = " Native language"

3 = "Other language"

IEDIRLNG   Indicate in which language do the following people from the primary level of the school speak most of the time: Principal

1 = "Spanish"

2 = "Native language"

3 = "Other language"

4 = "Doesn't apply"

IEDOCLNG   Indicate in which language do the following people from the primary level of the school speak most of the time: Teachers

1 = "Spanish"

2 = "Native language"

3 = "Other language"

4 = "Doesn't apply"

IEAUXLNG   Indicate in which language do the following people from the primary level of the school speak most of the time: Teacher aids

1 = "Spanish"

2 = "Native language"

3 = "Other language"

4 = "Doesn't apply"

IEESTLNG   Indicate in which language do the following people from the primary level of the school speak most of the time: Students

1 = "Spanish"

2 = "Native language"

3 = "Other language"

4 = "Doesn't apply"

IEPADLNG   Indicate in which language do the following people from the primary level of the school speak most of the time: Parents

1 = "Spanish"

2 = "Native language"

3 = "Other language"

4 = "Doesn't apply"

TIDIRLNG Indicate in which language do you speak most of the time with the following members from the primary level of the school: Principal

1 = "Spanish"

2 = "Native language"

3 = "Other language"

4 = "Doesn't apply"

TIDOCLNG Indicate in which language do you speak most of the time with the following members from the primary level of the school: Teachers

1 = "Spanish"

2 = "Native language"

3 = "Other language"

4 = "Doesn't apply"

TIAUXLNG Indicate in which language do you speak most of the time with the following members from the primary level of the school: Teacher aids

1 = "Spanish"

2 = "Native language"

3 = "Other language"

4 = "Doesn't apply"

TIESTLNG Indicate in which language do you speak most of the time with the following members from the primary level of the school: Students

1 = "Spanish"

2 = "Native language"

3 = "Other language"

4 = "Doesn't apply"

TIPADLNG Indicate in which language do you speak most of the time with the following members from the primary level of the school: Parents

1 = "Spanish"

2 = "Native language"

3 = "Other language"

4 = "Doesn't apply"

HBQACHAC In which language is better to speak in Field?

1 = "Spanish"

2 = "Native language"

HBQAIGTM In which language is better to speak in Church or temple?

	1 = "Spanish"
	2 = "Native language"
HBQAPUEB	In which language is better to speak in Village?
	1 = "Spanish"
	2 = "Native language"
HBQAFERI	In which language is better to speak in Fair?
	1 = "Spanish"
	2 = "Native language"
HBQAOFIC	In which language is better to speak in Offices/Public institutions?
	1 = "Spanish"
	2 = "Native language"
HBQATIEN	In which language is better to speak in Stores?
	1 = "Spanish"
	2 = "Native language"
HBQAIE	In which language is better to speak in School?
	1 = "Spanish"
	2 = "Native language"
OPBUSQ	Are you in agreement with the following statements? : In this area people are better understood when speaking in (native language)
	1 = "In disagreement"
	2 = "More or less agree"
	3 = "In agreement"
OPKNCADL	Are you in agreement with the following statements? : You must know Spanish well to deal with life
	1 = "In disagreement"
	2 = "More or less agree"
	3 = "In agreement"
OPQAGATR	Are you in agreement with the following statements? :(Native language) is the language of belated people
	1 = "In disagreement"
	2 = "More or less agree"
	3 = "In agreement"
OPCAIDGE	Are you in agreement with the following statements? :Spanish is the language of educated people

1 = "In disagreement"

2 = "More or less agree"

3 = "In agreement"

OPQAMDCS   Are you in agreement with the following statements? : (Native language) is sweeter than Spanish

1 = "In disagreement"

2 = "More or less agree"

3 = "In agreement"

OPGSEUQ   Are you in agreement with the following statements? :The government should encourage the use of (native language) in public institutions in this area

1 = "In disagreement"

2 = "More or less agree"

3 = "In agreement"

OPGEMHPQ   Are you in agreement with the following statements? :The government should employ more health teachers who speak (native language) in this area

1 = "In disagreement"

2 = "More or less agree"

3 = "In agreement"

OPGEMTCQ   Are you in agreement with the following statements? : The government should employ more professionals who speak (native language) in this area

1 = "In disagreement"

2 = "More or less agree"

3 = "In agreement"

OPMCDALN   Are you in agreement with the following statements? : People who only speak Spanish in this area should learn other native languages

1 = "In disagreement"

2 = "More or less agree"

3 = "In agreement"

OPRADQ   Are you in agreement with the following statements? : There should be radio news in (native language)

1 = "In disagreement"

2 = "More or less agree"

3 = "In agreement"

OPPERQ   Are you in agreement with the following statements? : There should be newspapers/magazines in (native language)

1 = "In disagreement"

2 = "More or less agree"

3 = "In agreement"

OPENSQES   Are you in agreement with the following statements? : (Native language) should be the language of instruction in schools

1 = "In disagreement"

2 = "More or less agree"

3 = "In agreement"

NINOLANG   Children learn better when they are taught in

1 = "Spanish only"

2 = "Native language only"

3 = "Spanish and Native language"

4 = "Other language"

CREELANG   How do you think is it better to teach in the school?

1 = "Spanish only"

2 = "Native language only"

3 = "Spanish and Native language"

4 = "Other language"

NTKEEP   Read and write in (native language) is useful: To keep native language alive

0 = "No"

1 = "Yes"

NTEMPOPS   Read and write in (native language) is useful: To improve employment opportunities

0 = "No"

1 = "Yes"

NTSTUDY   Read and write in (native language) is useful: To improve educational opportunities

0 = "No"

1 = "Yes"

NTLEARN   Read and write in (native language) is useful: To learn Spanish more easily

0 = "No"

1 = "Yes"

NTCULT   Read and write in (native language) is useful: To learn better about your culture

0 = "No"

1 = "Yes"

NTFRIEND   Read and write in (native language) is useful: To communicate better with your family and/or friends

0 = "No"

1 = "Yes"

NTNADA   Read and write in (native language) is useful: For nothing

0 = "No"

1 = "Yes"

CSEMPOPS   Read and write in Spanish is useful: To improve employment opportunities

0 = "No"

1 = "Yes"

CSSTUDY   Read and write in Spanish is useful: To improve educational opportunities

0 = "No"

1 = "Yes"

CSCULT   Read and write in Spanish is useful: To learn better about your culture

0 = "No"

1 = "Yes"

CSFRIEND   Read and write in Spanish is useful: To communicate better with your family and/or friends

0 = "No"

1 = "Yes"

CSNADA   Read and write in Spanish is useful: For nothing

0 = "No"

1 = "Yes"

MTACHAB   You agree or disagree with: I like working with Spanish-speaker students better than (native language)

1 = "In disagreement"

2 = "More or less agree"

3 = "In agreement"

NCHQA   You agree or disagree with: Spanish-speaker children learn better than (native language speakers)

1 = "In disagreement"

2 = "More or less agree"

	3 = "In agreement"
EBSBPSA	You agree or disagree with: Bilingual education is or would be better for your students
	1 = "In disagreement"
	2 = "More or less agree"
	3 = "In agreement"
ALAHQANS	You agree or disagree with: Your students should learn to speak well in (native language)
	1 = "In disagreement"
	2 = "More or less agree"
	3 = "In agreement"
ALAEQANS	You agree or disagree with: Your students should learn to write and read well in (native language)
	1 = "In disagreement"
	2 = "More or less agree"
	3 = "In agreement"
MATHLANG	What language do you use to teach Mathematics to your students?
	1 = "Spanish only"
	2 = "Native language only"
	3 = "Spanish and Native language"
	4 = "Other language"
CASTMATH	How often do you speak Spanish during Mathematics classes?
	1 = "Always"
	2 = "Almost Always"
	3 = "Occasionally"
	4 = "Never"
ORIGMATH	How often do you speak (Native language) during Mathematics classes?
	1 = "Always"
	2 = "Almost Always"
	3 = "Occasionally"
	4 = "Never"
ALCAMATH	How often do your students speak Spanish during Mathematics classes?

<div align="center">1 = "Always"</div>

<div align="center">2 = "Almost Always"</div>

<div align="center">3 = "Occasionally"</div>

<div align="center">4 = "Never"</div>

ALORMATH   How often do your students speak during Mathematics classes?

1 = "Always"

2 = "Almost Always"

3 = "Occasionally"

4 = "Never"

DICTMATH   Which language do you use the most during: Lecture Mathematics classes

1 = "Spanish"

2 = "Native language"

AYUDMATH   Which language do you use the most during: Help students understand the tasks or work during Mathematics classes

1 = "Spanish"

2 = "Native language"

PREGMATH   Which language do you use the most during: Ask questions to students during Mathematics classes

1 = "Spanish"

2 = "Native language"

ESCRMATH   Which language do you use the most during: Write on the blackboard during Mathematics classes

1 = "Spanish"

2 = "Native language"

EJEMMATH   Which language do you use the most during: Give examples to students during Mathematics classes

1 = "Spanish"

2 = "Native language"

CORRMATH   Which language do you use the most during: Correct bad behaviors of students during Mathematics classes

1 = "Spanish"

2 = "Native language"

ENTIMATH   During Mathematics classes, in which language do the students: Better understand the instructions and/or explanations you give?

1 = "Spanish"

2 = "Native language"

RESPMATH   During Mathematics classes, in which language do the students:Respond the most to your questions?

1 = "Spanish"

2 = "Native language"

STUDMATH   During Mathematics classes, in which language do the students:Write the most?

1 = "Spanish"

2 = "Native language"

NRFMATH   What is the language you use the most to teach subjects of Mathematics to your students?: Numbers, relations and functions

1 = "Spanish"

2 = "Native language"

GEOMATH   What is the language you use the most to teach subjects of Mathematics to your students?: Geometry and measure

1 = "Spanish"

2 = "Native language"

STATMATH   What is the language you use the most to teach subjects of Mathematics to your students?: Statistics

1 = "Spanish"

2 = "Native language"

COMLANG   What language do you use to teach Communication (Language Arts) (Language Arts) to your students?

1 = "Spanish only"

2 = "Native language only"

3 = "Spanish and native language"

4 = "Other language"

CASTCOM   How often do you speak Spanish during Communication (Language Arts) classes?

1 = "Always"

2 = "Almost Always"

3 = "Occasionally"

4 = "Never"

ORIGCOM   How often do you speak (Native language) during Communication (Language Arts) classes?

1 = "Always"

2 = "Almost Always"

3 = "Occasionally"

4 = "Never"

ALCACOM   How often do your students speak Spanish during Communication (Language Arts) classes?

1 = "Always"

2 = "Almost Always"

3 = "Occasionally"

4 = "Never"

ALORCOM   How often do your students speak (Native language) during Communication (Language Arts) classes?

1 = "Always"

2 = "Almost Always"

3 = "Occasionally"

4 = "Never"

DICTCOM   Which language do you use the most during: Lecture Communication (Language Arts) classes

1 = "Spanish"

2 = "Native language"

AYUDCOM   Which language do you use the most during: Help students understand the tasks or work during Communication (Language Arts) classes

1 = "Spanish"

2 = "Native language"

PREGCOM   Which language do you use the most during: Ask questions to students during Communication (Language Arts) classes

1 = "Spanish"

2 = "Native language"

ESCRCOM   Which language do you use the most during: Write on the blackboard during Communication (Language Arts) classes

1 = "Spanish"

2 = "Native language"

EJEMCOM   Which language do you use the most during: Give examples to students during Communication (Language Arts) classes

1 = "Spanish"

2 = "Native language"

CORRCOM   Which language do you use the most during: Correct bad behaviors of students during Communication (Language Arts) classes

1 = "Spanish"

2 = "Native language"

ENTICOM   During Communication (Language Arts) classes, in which language do the students: Better understand the instructions and/or explanations you give?

1 = "Spanish"

2 = "Native language"

RESPCOM   During Communication (Language Arts) classes, in which language do the students: Respond the most to your questions?

1 = "Spanish"

2 = "Native language"

STUDCOM   During Communication (Language Arts) classes, in which language do the students: Write the most?

1 = "Spanish"

2 = "Native language"

ECOCOM   What is the language you use the most to teach subjects of Communication (Language Arts) to your students?: Expression and oral comprehension

1 = "Spanish"

2 = "Native language"

CTXTCOM   What is the language you use the most to teach subjects of Communication (Language Arts) to your students?: Text comprehension

1 = "Spanish"

2 = "Native language"

PTXTCOM   What is the language you use the most to teach subjects of Communication (Language Arts) to your students?: Text production

1 = "Spanish"

2 = "Native language"

PARTPEIB   Does your school follow a bilingual teaching methodology in Spanish and (native language)

0 = "No"

1 = "Yes"

QUEINST   Which institution implements the bilingual teaching methodology in your school?

	1 = "MINEDU only"
	2 = "NGO only"
	3 = "MINEDU and NGO"
	4 = "Self management of the school"
DOCEIBCP	Have you received any preparation or training in bilingual teaching methodology?
	0 = "No"
	1 = "Yes"
ANOCAP	When did you receive the training? If you have been trained more than once, indicate the last year of the training
COMIREC	Do you have this material for working in your class? : Text book or work book of Communication (Language Arts) (Language Arts) (Language Arts) in Quechua
	0 = "No"
	1 = "Yes"
LGMTREC	Do you have this material for working in your class? : Text book or work book of Mathematics in quechua
	0 = "No"
	1 = "Yes"
LECTREC	Do you have this material for working in your class? : Books/Tales/Stories in native language
	0 = "No"
	1 = "Yes"
DICCREC	Do you have this material for working in your class? : Dictionary of a native language
	0 = "No"
	1 = "Yes"
YUPAREC	Do you have this material for working in your class? : Yupana (Counting tool)
	0 = "No"
	1 = "Yes"
MEIBREC	Do you have this material for working in your class? : IBE (Intercultural Bilingual Education) Handbooks for teachers
	0 = "No"
	1 = "Yes"
OTR1REC	Do you have this material for working in your class? : Do you have any other educational bilingual material?
	0 = "No"

1 = "Yes"

OTR2REC   Do you have this material for working in your class? : Do you have any other educational bilingual material?

0 = "No"

1 = "Yes"

COMIUSO   Have you received any training for using this material? : Text book or work book of Communication (Language Arts) (Language Arts) (Language Arts) in Quechua

0 = "No"

1 = "Yes"

LGMTUSO   Have you received any training for using this material? : Text book or work book of Mathematics in quechua

0 = "No"

1 = "Yes"

LECTUSO   Have you received any training for using this material? : Books/Tales/Stories in native language

0 = "No"

1 = "Yes"

DICCUSO   Have you received any training for using this material? : Dictionary of a native language

0 = "No"

1 = "Yes"

YUPAUSO   Have you received any training for using this material? : Yupana (Counting tool)

0 = "No"

1 = "Yes"

MEIBUSO   Have you received any training for using this material? : IBE (Intercultural Bilingual Education) Handbooks for teachers

0 = "No"

1 = "Yes"

OTR1USO   Have you received any training for using this material? : Do you have any other educational bilingual material?

0 = "No"

1 = "Yes"

OTR2USO   Have you received any training for using this material? : Do you have any other educational bilingual material?

0 = "No"

1 = "Yes"

COMIFRQ   How often do you use this material in class? : Text book or work book of Communication (Language Arts) (Language Arts) (Language Arts) in Quechua

1 = "Never or almost never"

2 = "1 or 2 times a week"

3 = "3 or 4 times a week"

4 = "Every day"

LGMTFRQ   How often do you use this material in class? : Text book or work book of Mathematics in quechua

1 = "Never or almost never"

2 = "1 or 2 times a week"

3 = "3 or 4 times a week"

4 = "Every day"

LECTFRQ   How often do you use this material in class? : Books/Tales/Stories in native language

1 = "Never or almost never"

2 = "1 or 2 times a week"

3 = "3 or 4 times a week"

4 = "Every day"

DICCFRQ   How often do you use this material in class? : Dictionary of a native language

1 = "Never or almost never"

2 = "1 or 2 times a week"

3 = "3 or 4 times a week"

4 = "Every day"

YUPAFRQ   How often do you use this material in class? : Yupana (Counting tool)

1 = "Never or almost never"

2 = "1 or 2 times a week"

3 = "3 or 4 times a week"

4 = "Every day"

MEIBFRQ   How often do you use this material in class? : IBE (Intercultural Bilingual Education) Handbooks for teachers

1 = "Never or almost never"

2 = "1 or 2 times a week"

3 = "3 or 4 times a week"

4 = "Every day"

OTR1FRQ How often do you use this material in class? : Do you have any other educational bilingual material?

1 = "Never or almost never"

2 = "1 or 2 times a week"

3 = "3 or 4 times a week"

4 = "Every day"

OTR2FRQ How often do you use this material in class? : Do you have any other educational bilingual material?

1 = "Never or almost never"

2 = "1 or 2 times a week"

3 = "3 or 4 times a week"

4 = "Every day"

BARNUSED Which one do you consider as the main barriers or difficulties for bilingual teaching? Is not useful/does not serve

0 = "No"

1 = "Yes"

BARMATS Which one do you consider as the main barriers or difficulties for bilingual teaching? More or better materials are missing

0 = "No"

1 = "Yes"

BARPADRE Which one do you consider as the main barriers or difficulties for bilingual teaching? Parents' support is missing

0 = "No"

1 = "Yes"

BARMETBL Which one do you consider as the main barriers or difficulties for bilingual teaching? Bilingual methodology training courses are missing

0 = "No"

1 = "Yes"

BARLORIG Which one do you consider as the main barriers or difficulties for bilingual teaching? Native language teaching training courses are missing

0 = "No"

1 = "Yes"

BARSTUDS Which one do you consider as the main barriers or difficulties for bilingual teaching? There is no interest from students

0 = "No"

1 = "Yes"

BARNONE — Which one do you consider as the main barriers or difficulties for bilingual teaching? None

0 = "No"

1 = "Yes"

PE_SCH_LanguageTeacher

TEACHPK   Composite primary key - SCHLID+TURNOIE+AULA+TEACHID

SCHLID   School ID

TURNOIE   School Shift

AULA   Class ID

TEACHID   Teacher ID

FLDCODE   Fieldworker code

ENTDAY   Delivery date : day

ENTMTH   Delivery date : month

ENTYEAR   Delivery date : year

ENTDATE   Delivery date

DEVDAY   Devolution date : day

DEVMTH   Devolution date : month

DEVYEAR   Devolution date :year

DEVDATE   Devolution date

YLCLASS   The teacher has in his/her class a YL Child with a native mother tongue?

0 = "No"

1 = "Yes"

NATVLANG   Do you use a native language (for example, quechua, aimara or native language of the jungle) to address students in the school (inside or outside the classroom)?

0 = "No"

1 = "Yes"

TCHMATHS   Do you also teach mathematics in this class for which you are answering this questionnaire?

0 = "No"

	1 = "Yes"
TCHAGE	How old are you?
TCHSEX	Gender
	1 = "Male"
	2 = "Female"
TCHLANG	What is your mother tongue?
	1 = "Spanish"
	2 = "Quechua"
	3 = "Aimara"
	4 = "Native language of the jungle (specify)"
	5 = "Spanish & Quechua"
	6 = "Spanish & Aimara"
	7 = "Spanish & Native language of the jungle (specify)"
	8 = "Other (specify)"
HABTOLNG	Besides your mother tongue, do you speak another language?
	0 = "No"
	1 = "Yes"
TCHCAST	What other languages do you speak?, Spanish
	0 = "No"
	1 = "Yes"
TCHQUEC	What other languages do you speak?, Quechua
	0 = "No"
	1 = "Yes"
TCHAIMA	What other languages do you speak?, Aimara
	0 = "No"
	1 = "Yes"
TCHSELV	What other languages do you speak?, Native language of the jungle
	0 = "No"
	1 = "Yes"
TCHOLNG	What other languages do you speak?, Other
	0 = "No"
	1 = "Yes"

TCHEDUC   Which is the highest level of education you have reached?

1 = "Incomplete Secondary Education or less"

2 = "Complete Secondary Education"

3 = "Incomplete Tertiary Education (technician, pedagogical or university)"

4 = "Complete Tertiary education (technician, pedagogical or university)"

5 = "Postgraduate (of at least one year of study)"

TCHDOCT   Did you study to become a teacher? Do not consider postgraduate studies

0 = "No"

1 = "Yes"

TCHFORMO   You studied to be a teacher of

1 = "Pre-School Education"

2 = "Primary Education"

3 = "Intercultural Bilingual Primary Education"

4 = "Secondary Education, specializing in"

5 = "Other (specify)"

TCHMAXI   Which is the maximum degree or grade level you reached?

1 = "Graduated from Pedagogical Institute (Higher Education)"

2 = "Bachelor (graduated in Education from a University)"

3 = "Licensed in Education from an Institute"

4 = "Licensed in Education from a University"

5 = "Did not finish your studies to become a teacher"

TCHEBR   How many years of experience do you have in Regular Basic Education?

TCHPRIM   How many years of experience do you have as a Primary Teacher in this school?

TCHTRAIN   Have you received training over 20 hours each, related to pedagogical aspects of teaching in the last two years (2010-2011)?

0 = "No"

1 = "Yes"

TCONCPUB   Have you participated in any public evaluation to join the Teachers Professional Career?

0 = "No"

1 = "Yes"

TINGCPM   Did you enter the Teachers Professional Career?

0 = "No"

	1 = "Yes"
TCPMING	To which level of the Teachers Professional Career did you enter?
	1 = "First (I) Magisterial Level"
	2 = "Second (II) Magisterial Level"
	3 = "Third (III) Magisterial Level"
	4 = "Fourth (IV) Magisterial Level"
	5 = "Fifth (V) Magisterial Level"
TCPMSENC	Which is your current level in the Teachers Professional Career?
	1 = "First (I) Magisterial Level"
	2 = "Second (II) Magisterial Level"
	3 = "Third (III) Magisterial Level"
	4 = "Fourth (IV) Magisterial Level"
	5 = "Fifth (V) Magisterial Level"
TCPMLAB	In which area of the Teachers Professional Career are you working now?
	1 = "Pedagogical Management"
	2 = "Institutional Management"
	3 = "Research"
ACPEDAG	Do you receive teacher support?
	0 = "No"
	1 = "Yes"
RPPROP	You receive teaching support from: Your own school
	0 = "No"
	1 = "Yes"
RPUGEL	You receive teaching support from: The UGEL (Local Education Office)
	0 = "No"
	1 = "Yes"
RPDRE	You receive teaching support from: The DRE (Regional Education Office)
	0 = "No"
	1 = "Yes"
RPONG	You receive teaching support from: A NGO
	0 = "No"
	1 = "Yes"

RPRED   You receive teaching support from: The Network

0 = "No"

1 = "Yes"

RPOTRO   You receive teaching support from: Others

0 = "No"

1 = "Yes"

FRQPROP   How often do you receive the teaching support?: Your own school

1 = "Twice a week or more"

2 = "Once a week"

3 = "Once every 15 days"

4 = "Once a month"

5 = "Once every three months"

6 = "Once a semester"

7 = "Once per year"

FRQUGEL   How often do you receive the teaching support?: The UGEL (Local Education Office)

1 = "Twice a week or more"

2 = "Once a week"

3 = "Once every 15 days"

4 = "Once a month"

5 = "Once every three months"

6 = "Once a semester"

7 = "Once per year"

FRQDRE   How often do you receive the teaching support?: The DRE (Regional Education Office)

1 = "Twice a week or more"

2 = "Once a week"

3 = "Once every 15 days"

4 = "Once a month"

5 = "Once every three months"

6 = "Once a semester"

7 = "Once per year"

FRQONG   How often do you receive the teaching support?: A NGO

1 = "Twice a week or more"

2 = "Once a week"

3 = "Once every 15 days"

4 = "Once a month"

5 = "Once every three months"

6 = "Once a semester"

7 = "Once per year"

FRQRED   How often do you receive the teaching support?: The Network

1 = "Twice a week or more"

2 = "Once a week"

3 = "Once every 15 days"

4 = "Once a month"

5 = "Once every three months"

6 = "Once a semester"

7 = "Once per year"

FRQOTRO   How often do you receive the teaching support?: Others

1 = "Twice a week or more"

2 = "Once a week"

3 = "Once every 15 days"

4 = "Once a month"

5 = "Once every three months"

6 = "Once a semester"

7 = "Once per year"

STUDOLNG   Is there a student in your class with a mother tongue different than Spanish?

0 = "No"

1 = "Yes"

DISTLMDC   Have you done something different with students with mother tongue different than Spanish in comparison with the rest of the class

0 = "No"

1 = "Yes"

INDLMSTD   Actions done with students of mother tongue different than Spanish: Give directions in the mother tongue of the student

0 = "No"

1 = "Yes"

XTMHWORK   Actions done with students of mother tongue different than Spanish: Give extra
            time to finish homework or class work

            0 = "No"

            1 = "Yes"

XTMEXAM   Actions done with students of mother tongue different than Spanish: Give extra
            time to finish tests

            0 = "No"

            1 = "Yes"

XTMRCC   Actions done with students of mother tongue different than Spanish: Give time
            outside of class to review course content

            0 = "No"

            1 = "Yes"

ACCOTRO   Actions done with students of mother tongue different than Spanish: Other

            0 = "No"

            1 = "Yes"

GETALONG   How many of your students: They get along with their classmates or peers

            1 = "None"

            2 = "Some"

            3 = "Most"

            4 = "All"

INTEGRAT   How many of your students: They are well integrated into the course

            1 = "None"

            2 = "Some"

            3 = "Most"

            4 = "All"

RESPECT   How many of your students: They respect their classmates or peers, although they
            are different

            1 = "None"

            2 = "Some"

            3 = "Most"

            4 = "All"

SGATCH   You agree or disagree with: Students get along with teachers

            1 = "Strongly Disagree"

            2 = "Disagree"

3 = "Agree"

4 = "Strongly Agree"

SRESPTCH   You agree or disagree with: Students respect me as a teacher

1 = "Strongly Disagree"

2 = "Disagree"

3 = "Agree"

4 = "Strongly Agree"

LQUIET   How often do these situations occur in Communication (Language Arts) class?: You have to wait a long time for students to quiet down

1 = "Never"

2 = "Some lessons"

3 = "Most lessons"

4 = "Every lessons"

STDFWORK   How often do these situations occur in Communication (Language Arts) class?: Your students cannot work well

1 = "Never"

2 = "Some lessons"

3 = "Most lessons"

4 = "Every lessons"

STDFATEN   How often do these situations occur in Communication (Language Arts) class?: Your students don't listen to what you say

1 = "Never"

2 = "Some lessons"

3 = "Most lessons"

4 = "Every lessons"

WORKSTAR   How often do these situations occur in Communication (Language Arts) class?: Your students don't start working for a long time after the lesson begins

1 = "Never"

2 = "Some lessons"

3 = "Most lessons"

4 = "Every lessons"

NOISE   How often do these situations occur in Communication (Language Arts) class?: There is noise and disorder

1 = "Never"

2 = "Some lessons"

3 = "Most lessons"

4 = "Every lessons"

MAS5MIN   How often do these situations occur in Communication (Language Arts) class?: At the start of class, more than five minutes are spent doing nothing

1 = "Never"

2 = "Some lessons"

3 = "Most lessons"

4 = "Every lessons"

Codes for ME01ECOM - ME22ECOM are

0 = "No"
1 = "Yes"

Code	Description
ME01ECOM	Does the school or you have this material?: Communication (Language Arts) Books from MINEDU
ME02ECOM	Does the school or you have this material?: Communication (Language Arts) Books from another editorial
ME03ECOM	Does the school or you have this material?: Workbooks from MINEDU
ME04ECOM	Does the school or you have this material?: Workbooks from another editorial
ME05ECOM	Does the school or you have this material?: Self-instructional learning cards
ME06ECOM	Does the school or you have this material?: Reading books, stories, novels, etc
ME07ECOM	Does the school or you have this material?: Encyclopedias
ME08ECOM	Does the school or you have this material?: Dictionaries
ME09ECOM	Does the school or you have this material?: Magazines
ME10ECOM	Does the school or you have this material?: Newspapers
ME11ECOM	Does the school or you have this material?: Laptop XO (from the program one laptop per child)
ME12ECOM	Does the school or you have this material?: Computer (Do not consider the Laptop XO)
ME13ECOM	Does the school or you have this material?: TV
ME14ECOM	Does the school or you have this material?: Projector
ME15ECOM	Does the school or you have this material?: VHS
ME16ECOM	Does the school or you have this material?: DVD

ME17ECOM	Does the school or you have this material?: CDs
ME18ECOM	Does the school or you have this material?: Recorders
ME19ECOM	Does the school or you have this material?: Access to the National Educational Site Perú Educa from the school
ME20ECOM	Does the school or you have this material?: Access to Internet / other websites from the school
ME21ECOM	Does the school or you have this material?: Is there any other material that you have for your class?
ME22ECOM	Does the school or you have this material?: Is there any other material that you have for your class?

Codes for ME01FREQ - ME22FREQ are

1 = "Never"
2 = "Sometimes"
3 = "Almost always"
4 = "Always"

ME01FREQ	How often do you use them in your Communication (Language Arts) class?: Communication (Language Arts) Books from MINEDU
ME02FREQ	How often do you use them in your Communication (Language Arts) class?: Communication (Language Arts) Books from another editorial
ME03FREQ	How often do you use them in your Communication (Language Arts) class?: Workbooks from MINEDU
ME04FREQ	How often do you use them in your Communication (Language Arts) class?: Workbooks from another editorial
ME05FREQ	How often do you use them in your Communication (Language Arts) class?: Self-instructional learning cards
ME06FREQ	How often do you use them in your Communication (Language Arts) class?: Reading books, stories, novels, etc
ME07FREQ	How often do you use them in your Communication (Language Arts) class?: Encyclopedias
ME08FREQ	How often do you use them in your Communication (Language Arts) class?: Dictionaries
ME09FREQ	How often do you use them in your Communication (Language Arts) class?: Magazines
ME10FREQ	How often do you use them in your Communication (Language Arts) class?: Newspapers
ME11FREQ	How often do you use them in your Communication (Language Arts) class?: Laptop XO (from the program one laptop per child)

ME12FREQ	How often do you use them in your Communication (Language Arts) class?: Computer (Do not consider the Laptop XO)
ME13FREQ	How often do you use them in your Communication (Language Arts) class?: TV
ME14FREQ	How often do you use them in your Communication (Language Arts) class?: Projector
ME15FREQ	How often do you use them in your Communication (Language Arts) class?: VHS
ME16FREQ	How often do you use them in your Communication (Language Arts) class?: DVD
ME17FREQ	How often do you use them in your Communication (Language Arts) class?: CDs
ME18FREQ	How often do you use them in your Communication (Language Arts) class?: Recorders
ME19FREQ	How often do you use them in your Communication (Language Arts) class?: Access to the National Educational Site Perú Educa from the school
ME20FREQ	How often do you use them in your Communication (Language Arts) class?: Access to Internet / other websites from the school
ME21FREQ	How often do you use them in your Mathematics class?: Other Material 1
ME22FREQ	How often do you use them in your Mathematics class?: Other Material 2

Codes for ME01STAT - ME22STAT are

1 = "Bad"
2 = "Regular"
3 = "Good"

ME01STAT	In general, in what condition are these materials?: Communication (Language Arts) Books from MINEDU
ME02STAT	In general, in what condition are these materials?: Communication (Language Arts) Books from another editorial
ME03STAT	In general, in what condition are these materials?: Workbooks from MINEDU
ME04STAT	In general, in what condition are these materials?: Workbooks from another editorial
ME05STAT	In general, in what condition are these materials?: Self-instructional learning cards
ME06STAT	In general, in what condition are these materials?: Reading books, stories, novels, etc
ME07STAT	In general, in what condition are these materials?: Encyclopedias
ME08STAT	In general, in what condition are these materials?: Dictionaries
ME09STAT	In general, in what condition are these materials?: Magazines
ME10STAT	In general, in what condition are these materials?: Newspapers
ME11STAT	In general, in what condition are these materials?: Laptop XO (from the program one laptop per child)

ME12STAT	In general, in what condition are these materials?: Computer (Do not consider the Laptop XO)
ME13STAT	In general, in what condition are these materials?: TV
ME14STAT	In general, in what condition are these materials?: Projector
ME15STAT	In general, in what condition are these materials?: VHS
ME16STAT	In general, in what condition are these materials?: DVD
ME17STAT	In general, in what condition are these materials?: CDs
ME18STAT	In general, in what condition are these materials?: Recorders
ME19STAT	In general, in what condition are these materials?: Access to the National Educational Site Perú Educa from the school
ME20STAT	In general, in what condition are these materials?: Access to Internet / other websites from the school
ME21STAT	In what condition are these materials?: Other Material 1
ME22STAT	In what condition are these materials?: Other Material 2

Codes for P101PLAN- P119PLAN are

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

P101PLAN	Did you develop or plan to develop that content? : Listen and understands simple messages
P102PLAN	Narrates close personal events using simple expressions
P103PLAN	Describes persons, animals and places he knows, clearly and using new vocabulary
P104PLAN	He/she expresses him/herself with appropriate pronunciation, pith and gestures in accordance with situations
P105PLAN	Clearly expresses what he/she thinks and feels about a subject
P106PLAN	Ask and answer simple questions and discusses basic information about him/herself
P107PLAN	Recognizes from the text evidence: entertainment, information
P108PLAN	Infer the meaning and function of words and phrases from the relationship established between them
P109PLAN	Formulates and tests the hypothesis about the content of a short text
P110PLAN	Reads texts with simple images, vocabulary and structure (stories, poems, etc.)
P111PLAN	Identifies the relationship between spelling and phonemes to read letters, phrases, words or everyday expressions: initial and final sound

P112PLAN	Comment on the text taking into account their previous experience on the form, content and purpose of the read text
P113PLAN	Identifies the characters and main ideas of a text
P114PLAN	Produces texts in communicative situations identifying: who, what and for what he/she writes
P115PLAN	Expresses ideas clearly in the text he/she writes, following a sequence
P116PLAN	Writes easily according to their level of writing: names, stories, rhymes and short texts; to describe persons, animals and objects characteristics from everyday life situations
P117PLAN	Writes his/her texts using chronological connectors the support the logical sequence of the text: now, then, eventually
P118PLAN	Checks and corrects using his/her writings to improve meaning and form (grammar and spelling rules) of the text, communicating their views on what he/she wrote and how
P119PLAN	Uses capital letters at the beginning of the sentences and an end point at finishing them

Codes for P101HARD- P119HARDare

1 = "Superficially"
2 = "In depth"

P101HARD	With what intensity have you worked that content?, Listen and understands simple messages
P102HARD	Narrates close personal events using simple expressions
P103HARD	Describes persons, animals and places he knows, clearly and using new vocabulary
P104HARD	He/she expresses him/herself with appropriate pronunciation, pith and gestures in accordance with situations
P105HARD	Clearly expresses what he/she thinks and feels about a subject
P106HARD	Ask and answer simple questions and discusses basic information about him/herself
P107HARD	Recognizes from the text evidence: entertainment, information
P108HARD	Infer the meaning and function of words and phrases from the relationship established between them
P109HARD	Formulates and tests the hypothesis about the content of a short text
P110HARD	Reads texts with simple images, vocabulary and structure (stories, poems, etc.)
P111HARD	Identifies the relationship between spelling and phonemes to read letters, phrases, words or everyday expressions: initial and final sound

P112HARD	Comment on the text taking into account their previous experience on the form, content and purpose of the read text
P113HARD	Identifies the characters and main ideas of a text
P114HARD	Produces texts in communicative situations identifying: who, what and for what he/she writes
P115HARD	Expresses ideas clearly in the text he/she writes, following a sequence
P116HARD	Writes easily according to their level of writing: names, stories, rhymes and short texts; to describe persons, animals and objects characteristics from everyday life situations
P117HARD	Writes his/her texts using chronological connectors the support the logical sequence of the text: now, then, eventually
P118HARD	Checks and corrects using his/her writings to improve meaning and form (grammar and spelling rules) of the text, communicating their views on what he/she wrote and how
P119HARD	Uses capital letters at the beginning of the sentences and an end point at finishing them

Codes for P201PLAN- P217PLANare

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

P201PLAN	Did you develop or plan to develop that content? : Tells stories and fables using phrases and simple sentences
P202PLAN	Incorporates in his/her descriptions characteristics of persons, animals, places and objects in their environment, in order, using clear expressions
P203PLAN	Pronounce and tone according to the text he/she reads
P204PLAN	Argues his/her opinions about the experiences, interests and concerns he/she have
P205PLAN	He/she expresses spontaneously in conversations and dialogues on topics of his/her interest or daily activities
P206PLAN	Chooses the text to read according to his/her interests
P207PLAN	Formulates a lecture hypothesis from the title, abstract and images and he/she checks them by rereading the text
P208PLAN	Infer the meaning and function of words in sentences from the relationships established between them
P209PLAN	Read orally or silently texts of interest, inferring meanings, distinguishing formal elements and identifying the sequence and content
P210PLAN	Reads descriptive and narrative texts identifying the main ideas

P211PLAN	Read texts in different formats: tables, recipes, posters, articles, etc; and identifies the main ideas
P212PLAN	Comment, taking into account previous experiences, on the form and content of a read text, explaining it in his/her own words
P213PLAN	Produce texts taking into account: recipient, purpose and message; as well as identifying the steps necessary for the construction of a text
P214PLAN	Writes and reads to correct and improve the sense of what he/she wants to communicate
P215PLAN	Write narrative and descriptive texts on everyday situations, using logical connectors to organize a coherent sequence of his/her writings: too, as well
P216PLAN	Review and edit writing to improve meaning and form of the text produced; uses the point and capital letters, not only to start a sentence but by using proper names
P217PLAN	Writes texts in an original way, where he/she incorporates characters; changing the setting, actions and end of them

Codes for P201HARD- P217HARD are:

1 = "Superficially"
2 = "In depth"

P201HARD	With what intensity have you worked that content? :Tells stories and fables using phrases and simple sentences
P202HARD	Incorporates in his/her descriptions characteristics of persons, animals, places and objects in their environment, in order, using clear expressions
P203HARD	Pronounce and tone according to the text he/she reads
P204HARD	Argues his/her opinions about the experiences, interests and concerns he/she have
P205HARD	He/she expresses spontaneously in conversations and dialogues on topics of his/her interest or daily activities
P206HARD	Chooses the text to read according to his/her interests
P207HARD	Formulates a lecture hypothesis from the title, abstract and images and he/she checks them by rereading the text
P208HARD	Infer the meaning and function of words in sentences from the relationships established between them
P209HARD	Read orally or silently texts of interest, inferring meanings, distinguishing formal elements and identifying the sequence and content
P210HARD	Reads descriptive and narrative texts identifying the main ideas
P211HARD	Read texts in different formats: tables, recipes, posters, articles, etc; and identifies the main ideas

P212HARD	Comment, taking into account previous experiences, on the form and content of a read text, explaining it in his/her own words
P213HARD	Produce texts taking into account: recipient, purpose and message; as well as identifying the steps necessary for the construction of a text
P214HARD	Writes and reads to correct and improve the sense of what he/she wants to communicate
P215HARD	Write narrative and descriptive texts on everyday situations, using logical connectors to organize a coherent sequence of his/her writings: too, as well
P216HARD	Review and edit writing to improve meaning and form of the text produced; uses the point and capital letters, not only to start a sentence but by using proper names
P217HARD	Writes texts in an original way, where he/she incorporates characters; changing the setting, actions and end of them

Codes for P301PLAN- P325PLAN are

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

P301PLAN	Did you develop or plan to develop that content? : Instructional texts: Rules and slogans
P302PLAN	The description: physical characteristics of people and places. Narratives: fantastic (fairy tales, magic, humor, etc.); literature (tongue twisters, rhymes and poems)
P303PLAN	Conversation: initiation, development and closure. The pronunciation and intonation
P304PLAN	Tongue twisters, rhymes, poetry
P305PLAN	Communicative situations: TV, radio, talks, exhibitions, radio and television programs
P306PLAN	Reading purposes: to entertain, to inform, among others
P307PLAN	Type of texts: narrative, descriptive, informative, instructive
P308PLAN	Comparisons of text structure and function
P309PLAN	Simple techniques of prediction, anticipation and inference
P310PLAN	Short texts: news, straightforward articles, menus, indexes, sales receipts, among others
P311PLAN	Reading forms: oral y silently
P312PLAN	Reading for pleasure: guidelines for organizing the reading practice at home
P313PLAN	The dictionary: meaning of words by context
P314PLAN	Family of words
P315PLAN	Form of the text: length, font, paragraph organization, verses, illustration, among others

P316PLAN	Text content: ideas, facts, characters, settings
P317PLAN	Simple schemes for organizing information
P318PLAN	Types of texts: informative and instructive
P319PLAN	Stages on text production: writing, planning and textualization; revision and rewriting or editing
P320PLAN	Grammar and spelling: substantives, adjectives and verbs; personal and possessive pronouns, period and enumerative comma, question marks and admiration marks;
P321PLAN	Chronological connectors (then, after, now, later on, finally) and logical connectors (because, also, besides, then)
P322PLAN	Strategies for the developing of writing plans or schemes
P323PLAN	Stages on the production process
P324PLAN	Structure and logical sequence of narrative, descriptive, informative and instructive texts
P325PLAN	Vocabulary: words that express action, serve to name, characterize, modify, complement, connect and relate

Codes for P301HARD- P325HARD are:

1 = "Superficially"
2 = "In depth"

P301HARD	With what intensity have you worked that content? : Instructional texts: Rules and slogans
P302HARD	The description: physical characteristics of people and places. Narratives: fantastic (fairy tales, magic, humor, etc.); literature (tongue twisters, rhymes and poems)
P303HARD	Conversation: initiation, development and closure. The pronunciation and intonation
P304HARD	Tongue twisters, rhymes, poetry
P305HARD	Communicative situations: TV, radio, talks, exhibitions, radio and television programs
P306HARD	Reading purposes: to entertain, to inform, among others
P307HARD	Type of texts: narrative, descriptive, informative, instructive
P308HARD	Comparisons of text structure and function
P309HARD	Simple techniques of prediction, anticipation and inference
P310HARD	Short texts: news, straightforward articles, menus, indexes, sales receipts, among others
P311HARD	Reading forms: oral y silently
P312HARD	Reading for pleasure: guidelines for organizing the reading practice at home
P313HARD	The dictionary: meaning of words by context

P314HARD	Family of words
P315HARD	Form of the text: length, font, paragraph organization, verses, illustration, among others
P316HARD	Text content: ideas, facts, characters, settings
P317HARD	Simple schemes for organizing information
P318HARD	Types of texts: informative and instructive
P319HARD	Stages on text production: writing, planning and textualization; revision and rewriting or editing
P320HARD	Grammar and spelling: substantives, adjectives and verbs; personal and possessive pronouns, period and enumerative comma, question marks and admiration marks;
P321HARD	Chronological connectors (then, after, now, later on, finally) and logical connectors (because, also, besides, then)
P322HARD	Strategies for the developing of writing plans or schemes
P323HARD	Stages on the production process
P324HARD	Structure and logical sequence of narrative, descriptive, informative and instructive texts
P325HARD	Vocabulary: words that express action, serve to name, characterize, modify, complement, connect and relate

Codes for P401PLAN- P430PLAN are

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

P401PLAN	Did you develop or plan to develop that content? : Communicative situations; speeches, simple conferences, movies, videos and documentaries
P402PLAN	The exhibition and its resources
P403PLAN	Logic sequence of ideas
P404PLAN	The debate: basic characteristics
P405PLAN	Guidelines for improvisation
P406PLAN	Declamation
P407PLAN	Intonation and pronunciation techniques
P408PLAN	Corporal posture
P409PLAN	Conversation: topics of interest and guidelines to talk and express one's view
P410PLAN	Conventions of participation in group Communication (Language Arts): taking turns, asking to speak

P411PLAN	Personal opinion
P412PLAN	Arguments
P413PLAN	Narrative, descriptive, instructive, poetic and dramatic texts. Differences
P414PLAN	Main ideas. Strategies for identifying them
P415PLAN	The word, the sentence and the paragraph
P416PLAN	The summary. Guidelines for its elaboration
P417PLAN	Uncommon words, double sense words
P418PLAN	Meaning from context
P419PLAN	The dictionary and other information sources. Guidelines for consulting them
P420PLAN	Oral reading: intonation
P421PLAN	Reading for pleasure, study reading and research reading. Strategies
P422PLAN	Texts: fantastic stories, poems, letters, among others
P423PLAN	The underlining and simple diagrams
P424PLAN	Types of texts: informative, instructive, poetic y dramatic
P425PLAN	Plans or lecture diagrams according to the reader characteristics
P426PLAN	Grammar and spelling: relative pronouns and articles; coherence between gender, number and person; use of links (and, so, also); grammar, meaningful and expressive value of the punctuation signs
P427PLAN	Chronological connectors: before, now, immediately and finally
P428PLAN	Logical connectors: but, then, among others
P429PLAN	Common and technical vocabulary, according to the student age
P430PLAN	Guidelines for the use of graphic-plastic resources and other forms of expression

Codes for P401HARD- P430HARD are:

1 = "Superficially"
2 = "In depth"

P401HARD	With what intensity have you worked that content? : Communicative situations; speeches, simple conferences, movies, videos and documentaries
P402HARD	The exhibition and its resources
P403HARD	Logic sequence of ideas
P404HARD	The debate: basic characteristics
P405HARD	Guidelines for improvisation
P406HARD	Declamation

P407HARD	Intonation and pronunciation techniques
P408HARD	Corporal posture
P409HARD	Conversation: topics of interest and guidelines to talk and express one's view
P410HARD	Conventions of participation in group Communication (Language Arts): taking turns, asking to speak
P411HARD	Personal opinion
P412HARD	Arguments
P413HARD	Narrative, descriptive, instructive, poetic and dramatic texts. Differences
P414HARD	Main ideas. Strategies for identifying them
P415HARD	The word, the sentence and the paragraph
P416HARD	The summary. Guidelines for its elaboration
P417HARD	Uncommon words, double sense words
P418HARD	Meaning from context
P419HARD	The dictionary and other information sources. Guidelines for consulting them
P420HARD	Oral reading: intonation
P421HARD	Reading for pleasure, study reading and research reading. Strategies
P422HARD	Texts: fantastic stories, poems, letters, among others
P423HARD	The underlining and simple diagrams
P424HARD	Types of texts: informative, instructive, poetic y dramatic
P425HARD	Plans or lecture diagrams according to the reader characteristics
P426HARD	Grammar and spelling: relative pronouns and articles; coherence between gender, number and person; use of links (and, so, also); grammar, meaningful and expressive value of the punctuation signs
P427HARD	Chronological connectors: before, now, immediately and finally
P428HARD	Logical connectors: but, then, among others
P429HARD	Common and technical vocabulary, according to the student age
P430HARD	Guidelines for the use of graphic-plastic resources and other forms of expression

Codes for P501PLAN- P525PLAN are

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

P501PLAN	Did you develop or plan to develop that content? Oral speech: guidelines to give coherence to the ideas

P502PLAN	Long poems: anthems, sonnets y others
P503PLAN	Main ideas. Strategies for their identification
P504PLAN	Formal exhibition: the auditorium and the visual resources
P505PLAN	The attitude of the speaker and of the listener in a dialogue or debate: maintain the thread of the conversation, ask to speak, avoid interruptions
P506PLAN	The debates: issues related to the classroom, family, town and country.
P507PLAN	Guidelines for presenting and justifying ideas and findings
P508PLAN	Voice qualities; in tonation and pronunciation
P509PLAN	Type of texts according its structure and function.
P510PLAN	Strategies for the identification of main ideas
P511PLAN	Reading for pleasure, study reading and research reading.
P512PLAN	Main and secondary ideas. Strategies for their identification
P513PLAN	Strategies for reading comprehension: paraphrased reading, asking question, completing cloze texts, the construction of visual images
P514PLAN	Graphic organizers. Techniques for its elaboration
P515PLAN	The underlining, annotations and the summary
P516PLAN	Autonomous reading: organizing the time and space for reading.
P517PLAN	Non-continuos texts: comics, jokes, albums, notices and advertizing material, statistical charts, among others
P518PLAN	Non-continuous texts: comics, posters, graphics, among others
P519PLAN	Writing plans: communicative purpose, recipient, message and format
P520PLAN	Graphic organizers: Guidelines for their elaboration.
P521PLAN	Grammar and spelling: prepositions, use of punctuation (ellipsis, quotation marks, dashes, colons, semi colons); diphthongs and hiatuses; accent of words
P522PLAN	Vocabulary: Synonyms and antonyms
P523PLAN	Guidelines for the revision and editing of texts.
P524PLAN	Formal and informal language
P525PLAN	Literary techniques: comparison and exaggeration

Codes for P501HARD- P525HARD are:

1 = "Superficially"
2 = "In depth"

P501HARD	With what intensity have you worked that content? Oral speech: guidelines to give coherence to the ideas.

P502HARD	Long poems: anthems, sonnets y others
P503HARD	Main ideas. Strategies for their identification.
P504HARD	Formal exhibition: the auditorium and the visual resources
P505HARD	The attitude of the speaker and of the listener in a dialogue or debate: maintain the thread of the conversation, ask to speak, avoid interruptions
P506HARD	The debates: issues related to the classroom, family, town and country
P507HARD	Guidelines for presenting and justifying ideas and findings
P508HARD	Voice qualities; intonation and pronunciation.
P509HARD	Type of texts according its structure and function
P510HARD	Strategies for the identification of main ideas
P511HARD	Reading for pleasure, study reading and research reading
P512HARD	Main and secondary ideas. Strategies for their identification.
P513HARD	Strategies for reading comprehension: paraphrased reading, asking question, completing cloze texts, the construction of visual images
P514HARD	Graphic organizers. Techniques for its elaboration
P515HARD	The underlining, annotations and the summary.
P516HARD	Autonomous reading: organizing the time and space for reading.
P517HARD	Non-continuos texts: comics, jokes, albums, notices and advertizing material, statistical charts, among others.
P518HARD	Non-continuous texts: comics, posters, graphics, among others
P519HARD	Writing plans: communicative purpose, recipient, message and format
P520HARD	Graphic organizers: Guidelines for their elaboration.
P521HARD	Grammar and spelling: prepositions, use of punctuation (ellipsis, quotation marks, dashes, colons, semi colons); diphthongs and hiatuses; accent of words
P522HARD	Vocabulary: Synonyms and antonyms.
P523HARD	Guidelines for the revision and editing of texts
P524HARD	Formal and informal language
P525HARD	Literary techniques: comparison and exaggeration

Codes for P601PLAN- P630PLAN are

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

P601PLAN	Did you develop or plan to develop that content? : Various oral texts on scientific, historic and current events
P602PLAN	Colloquialisms according to text
P603PLAN	The exhibition: coherence between the theme and ideas
P604PLAN	Logical sequence
P605PLAN	Oral expression qualities: fluency, clarity, consistency, accuracy and intonation
P606PLAN	The conversation and the debate: characteristics
P607PLAN	Audiovisual resources as an aid for oral expression
P608PLAN	Famous dialogues, monologues, etc
P609PLAN	Conventions of participation in group Communication (Language Arts): taking turns, asking to speak
P610PLAN	Implicit messages, figuratively, irony and jokes
P611PLAN	Types of texts: interviews, scientific magazines articles, prescriptions, reports, among others
P612PLAN	The reading process and levels of reading comprehension
P613PLAN	Reading comprehension strategies.
P614PLAN	The linear and non-linear structures of narrative
P615PLAN	The main features of the text: coherence and cohesion
P616PLAN	Guidelines for the formulation of questions, hypothesis, opinions about texts
P617PLAN	Graphical organizers: diagrams, comparison charts, maps y graphics
P618PLAN	Las annotations and summaries
P619PLAN	Paraphrased reading
P620PLAN	Cloze texts: to complete
P621PLAN	Vocabulary and grammar structures
P622PLAN	Images language: shapes, colors, distances
P623PLAN	Literary and non-literary texts
P624PLAN	Continuous and discontinuous texts: charts, tables, graphical organizers
P625PLAN	The writing plans: communicative purpose, recipient, message, format to use and paratextual elements
P626PLAN	Guidelines for reviewing drafts of writing: logical and temporal sequence
P627PLAN	Grammar and spelling: adverbs, pronouns, prepositions y conjunctions; coherence between gender, number and person in simple and compound sentences
P628PLAN	The narrative texts: verb tenses to express actions
P629PLAN	Vocabulary according to the age and technical vocabulary

P630PLAN   Literary workshop: stories, poetry and tales

Codes for P601HARD- P630HARD are:

1 = "Superficially"
2 = "In depth"

P601HARD   With what intensity have you worked that content? : Various oral texts on scientific, historic and current events

P602HARD   Colloquialisms according to text

P603HARD   The exhibition: coherence between the theme and ideas

P604HARD   Logical sequence

P605HARD   Oral expression qualities: fluency, clarity, consistency, accuracy and intonation

P606HARD   The conversation and the debate: characteristics

P607HARD   Audiovisual resources as an aid for oral expression

P608HARD   Famous dialogues, monologues, etc

P609HARD   Conventions of participation in group Communication (Language Arts): taking turns, asking to speak

P610HARD   Implicit messages, figuratively, irony and jokes

P611HARD   Types of texts: interviews, scientific magazines articles, prescriptions, reports, among others

P612HARD   The reading process and levels of reading comprehension

P613HARD   Reading comprehension strategies

P614HARD   The linear and non-linear structures of narrative

P615HARD   The main features of the text: coherence and cohesion

P616HARD   Guidelines for the formulation of questions, hypothesis, opinions about texts

P617HARD   Graphical organizers: diagrams, comparison charts, maps y graphics

P618HARD   Las annotations and summaries

P619HARD   Paraphrased reading

P620HARD   Cloze texts: to complete

P621HARD   Vocabulary and grammar structures.

P622HARD   Images language: shapes, colors, distances

P623HARD   Literary and non-literary texts.

P624HARD   Continuous and discontinuous texts: charts, tables, graphical organizers

P625HARD   The writing plans: communicative purpose, recipient, message, format to use and paratextual elements

P626HARD	Guidelines for reviewing drafts of writing: logical and temporal sequence
P627HARD	Grammar and spelling: adverbs, pronouns, prepositions y conjunctions; coherence between gender, number and person in simple and compound sentences
P628HARD	The narrative texts: verb tenses to express actions
P629HARD	Vocabulary according to the age and technical vocabulary
P630HARD	Literary workshop: stories, poetry and tales

PE_SCH_LectoraMatematica2

PUPILPK	Composite key for student - SCHLID + TURNOIE + AULA + PUPILID
SCHLID	School code
TURNOIE	School Shift
	1 = "Morning"
	2 = "Afternoon"
	3 = "Morning and afternoon"
AULA	Class ID
PUPILID	Student ID
DINTDAY	Date of application: Day
DINTMTH	Date of application: Month
DINTYEAR	Date of application: Year
DINT	Date of application
FLDSTTM	At what time did you start the questionnaire?
FLDENTM	At what time did you finish the questionnaire?

The codes for the following variables are:

> 1 = "Correct"
> 2 = "Incorrect"
> 3 = "omitted (blank)"

L2PREG01	Connect with a line each word with the picture that better relates to it
L2PREG02	Connect with a line each word with the picture that better relates to it
L2PREG03	Connect with a line each word with the picture that better relates to it
L2PREG04	Connect with a line each word with the picture that better relates to it
L2PREG05	Connect with a line each word with the picture that better relates to it
L2PREG06	Connect with a line the sentence with the picture that better relates to it

L2PREG07	Connect with a line the sentence with the picture that better relates to it
L2PREG08	Connect with a line the sentence with the picture that better relates to it
L2PREG09	Connect with a line the sentence with the picture that better relates to it
L2PREG10	Connect with a line the sentence with the picture that better relates to it
L2PREG11	Connect with a line the sentence with the picture that better relates to it
L2PREG12	Mark with an X the correct word to complete the sentence
L2PREG13	Mark with an X the correct word to complete the sentence
L2PREG14	Who fell into the river?
L2PREG15	Why did the ant bite the man?
L2PREG16	What happened first?
L2PREG17	According to the text, how are the condor's feathers?
L2PREG18	Why can´t the condor fly sometimes?
L2PREG19	What does "condors abounded on the Peruvian mountains" mean?
L2PREG20	What was the main idea of the text you just read?
L2PREG21	The text you just read was written to
L2PREG22	Why did the animals run to see what was happening?
L2PREG23	The parrot told the monkey that near the river
L2PREG24	What did the animals do after the monkey left?
L2PREG25	Why did the monkey feel very sad?
L2PREG26	In the text, what does "a monkey was chopping down some trees" mean?
L2PREG27	What is the main idea of the text you just read?
L2PREG28	The poster asks you to bring
L2PREG29	According to the poster, when can you help?
L2PREG30	What is the purpose of this poster?
M2PREG01	Q01_Mark with an X the basket with more tomatoes
M2PREG02	Q02_Complete the table by writing the number of balls that you see
M2PREG03	Q03_Complete the table by writing the number of balls that you see
M2PREG04	Q04_Complete the table by writing the number of balls that you see
M2PREG05	Q05_Complete the table by writing the number of balls that you see
M2PREG06	Q06_Which one is the HIGHEST number?
M2PREG07	Q07_Write the answer in the blank space
M2PREG08	Q08_Write the answer in the blank space

M2PREG09	Q09_Write the answer in the blank space
M2PREG10	Q10_Solve the following exercises: Mark with an X the correct answer
M2PREG11	Q11_Solve the following exercises: Mark with an X the correct answer
M2PREG12	Q12_Solve the following exercises: Mark with an X the correct answer
M2PREG13	Q13_Fill in the blank with the number that completes the series
M2PREG14	Q14_Choose the correct number to complete the series
M2PREG15	Q15_Solve the following exercise: Mark with an X the correct answer
M2PREG16	Q16_Write the answer in the blank space
M2PREG17	Q17_Write the answer in the blank space
M2PREG18	Q18_Write the answer in the blank space
M2PREG19	Q19_Solve the following exercises:Mark with an X the correct answer
M2PREG20	Q20_Solve the following exercises:Mark with an X the correct answer
M2PREG21	Q21_Solve and mark with an X the correct answer : 50 units equals
M2PREG22	Q22_Solve and mark with an X the correct answer : Which number equals 8 units and 3 tens?
M2PREG23	Q23_Solve and mark with an X the correct answer : How much is the 3 worth in number in 35?
M2PREG24	Q24_Jorge took 18 hats to the beach to sell them. If he comes back home with 10 hats, how many hats did he sell that day?
M2PREG25	Q25_Look at the amount of cookies that some friends ate during recess. How many cookies did the girls eat?
M2PREG26	Q26_Look at the amount of points that some friends scored during a game. How many points in total did the girls score?
M2PREG27	Q27_Ana had 14 flowers and gave away some of them to her sister, now she has 8 flowers. How many flowers did Ana give to her sister?
M2PREG28	Q28_There are 19 teachers 6 are men How many are women?
M2PREG29	Q29_How many girls are there in second grade?
M2PREG30	Q30_How many sticks will you have left?
M2PREG31	Q31_How more soles does he need to be able to buy the car?
M2PREG32	Q32_How much would it cost to buy two cakes, one muffin and one pie?
M2PREG33	Q33_How many boxes do you need and how many apples will be left out?
M2PREG34	Q34_How old is Juan?
M2PREG35	Q35_Which one equals 48?

PE_SCH_LectoraMatematica3

PUPILPK   Composite key for student - SCHLID + TURNOIE + AULA + PUPILID

SCHLID   School code

TURNOIE   School Shift

               1 = "Morning"
               2 = "Afternoon"
               3 = "Morning and afternoon"

AULA   Class ID

PUPILID   Student ID

DINTDAY   Date of application: Day

DINTMTH   Date of application: Month

DINTYEAR   Date of application: Year

DINT   Date of application

FLDSTTM   At what time did you start the questionnaire?

FLDENTM   At what time did you finish the questionnaire?

The codes for the following variables are:

               1 = "Correct"
               2 = "Incorrect"
               3 = "omitted (blank)"

L3PREG01   Connect with a line each word with the picture that better relates to it

L3PREG02   Connect with a line each word with the picture that better relates to it

L3PREG03   Connect with a line the sentence with the picture that better relates to it

L3PREG04   Connect with a line the sentence with the picture that better relates to it

L3PREG05   Connect with a line the sentence with the picture that better relates to it

L3PREG06   Connect with a line the sentence with the picture that better relates to it

L3PREG07   Connect with a line the sentence with the picture that better relates to it

L3PREG08   Connect with a line the sentence with the picture that better relates to it

L3PREG09   Connect with a line the sentence with the picture that better relates to it

L3PREG10   Mark with an X the correct word to complete the sentence

L3PREG11   Mark with an X the correct word to complete the sentence

L3PREG12   Now Mark with an X the correct answer to the following question

L3PREG13   Now Mark with an X the correct answer to the following question

L3PREG14	Why did the worm couldn't pull the carrot out of the ground?
L3PREG15	What happened at the end of the story?
L3PREG16	According to the text, how are the condor's feathers?
L3PREG17	Why can´t the condor fly sometimes?
L3PREG18	What does "condors abounded on the Peruvian mountains" mean?
L3PREG19	What was the main idea of the text you just read?
L3PREG20	The text you just read was written to
L3PREG21	How was the dog?
L3PREG22	When the text says the donkey was "clumsy", it means that it was
L3PREG23	What does the text teach us?
L3PREG24	What you just read
L3PREG25	Who will get prizes?
L3PREG26	What do herbivore animals eat?
L3PREG27	How are the animals that eat insects called?
L3PREG28	What's the purpose of this text?
L3PREG29	What's the main topic of the text?
M3PREG01	Write in digits the number that corresponds to the following expression: Five hundred and three
M3PREG02	Write in digits the number that corresponds to the following expression: Eight thousand and fifteen
M3PREG03	Mark with an X the LOWEST number
M3PREG04	Solve the following exercises and mark with an X the correct answer
M3PREG05	Solve the following exercises and mark with an X the correct answer
M3PREG06	Solve the following exercises and mark with an X the correct answer
M3PREG07	Solve the following exercises and mark with an X the correct answer
M3PREG08	Write the answer in the blank space
M3PREG09	Write the answer in the blank space
M3PREG10	Write the answer in the blank space
M3PREG11	Fill in the blank with the number that completes the series
M3PREG12	Fill in the blank with the number that completes the series
M3PREG13	Draw a line to connect each number with its equal
M3PREG14	Draw a line to connect each number with its equal
M3PREG15	Draw a line to connect each number with its equal

M3PREG16	Draw a line to connect each number with its equal
M3PREG17	Draw a line to connect each number with its equal
M3PREG18	Draw a line to connect each number with its equal
M3PREG19	Solve and mark with an X the correct answer: Which number equals 8 units and 3 tens?
M3PREG20	Solve and mark with an X the correct answer: Which one equals 48?
M3PREG21	How much would it cost to buy two cakes, one muffin and one pie?
M3PREG22	How many are women?
M3PREG23	How old is Juan?
M3PREG24	How many cows does he have in total?
M3PREG25	How many books are left?
M3PREG26	How many chalks were left?
M3PREG27	Write the answer in the blank space
M3PREG28	Write the answer in the blank space
M3PREG29	Write the answer in the blank space
M3PREG30	Write the answer in the blank space
M3PREG31	Write the answer in the blank space
M3PREG32	Write the answer in the blank space
M3PREG33	How many markers do we have in the class in total?
M3PREG34	How many balloons did each guest get?
M3PREG35	How many passengers are in the train in total?

PE_SCH_LectoraMatematica4

PUPILPK	Composite key for student - SCHLID + TURNOIE + AULA + PUPILID
SCHLID	School code
TURNOIE	School Shift
	1 = "Morning"
	2 = "Afternoon"
	3 = "Morning and afternoon"
AULA	Class ID
PUPILID	Student ID
DINTDAY	Date of application: Day

DINTMTH   Date of application: Month

DINTYEAR   Date of application: Year

DINT   Date of application

FLDSTTM   At what time did you start the questionnaire?

FLDENTM   At what time did you finish the questionnaire?

The codes for the following variables are:

> *1 = "Correct"*
> *2 = "Incorrect"*
> *3 = "omitted (blank)"*

L4PREG01   Mark with an X the word that relates to the picture

L4PREG02   Mark with an X the word that relates to the picture

L4PREG03   Mark with an X the letter that relates to the sentence

L4PREG04   Mark with an X the letter that relates to the sentence

L4PREG05   Connect with a line the sentence with the picture that better relates to it

L4PREG06   Mark with an X the correct word to complete the sentence

L4PREG07   Now Mark with an X the correct answer to the following question

L4PREG08   Why couldn´t the crow drink the water of the bottle?

L4PREG09   In the story, what does the word "ingenious" mean?

L4PREG10   What happened at the end of the story?

L4PREG11   How was the dog?

L4PREG12   When the text says the donkey was "clumsy", it means that it was

L4PREG13   What does the text teach us?

L4PREG14   What did the fox do when it arrived from a far away land?

L4PREG15   When did the insects attack the fox?

L4PREG16   The most important thing that the ants did before attacking the fox was

L4PREG17   What's the main idea of the text?

L4PREG18   According to the poster, in order to live a healthy life we must

L4PREG19   This poster was made to

L4PREG20   Where do people build their houses with mud bricks?

L4PREG21   Who dresses light clothes because of the hot weather?

L4PREG22   In this text, what's the most important thing about the harvests in Peru?

L4PREG23   What's the main topic of this text?

L4PREG24	Why did the donkey, the dog, the rooster and the cat decided to join?
L4PREG25	Where did they sing and play music?
L4PREG26	In this text, what's the most important thing the animals do to survive?
L4PREG27	What's the main topic of this text?
M4PREG01	Write in digits the number that corresponds to the following expressions
M4PREG02	Write in digits the number that corresponds to the following expressions
M4PREG03	Mark with an X all the numbers that are lower than 100
M4PREG04	Fill in the blank with the number that completes the series
M4PREG05	Fill in the blank with the number that completes the series
M4PREG06	Draw a line to connect each number with its equal
M4PREG07	Draw a line to connect each number with its equal
M4PREG08	Draw a line to connect each number with its equal
M4PREG09	Write the answer in the blank space
M4PREG10	Write the answer in the blank space
M4PREG11	Solve
M4PREG12	Fill in the blank spaces to complete the exercises
M4PREG13	Fill in the blank spaces to complete the exercises
M4PREG14	Fill in the blank spaces to complete the exercises
M4PREG15	How many cows does he have in total?
M4PREG16	How many books are left?
M4PREG17	How many persons arrived to the town in total?
M4PREG18	How many students didn´t go to the yard?
M4PREG19	How much change did she get in return?
M4PREG20	How much does the pen costs?
M4PREG21	How much change did she get in return?
M4PREG22	Write the answer in the blank space
M4PREG23	Write the answer in the blank space
M4PREG24	Write the answer in the blank space
M4PREG25	Write the answer in the blank space
M4PREG26	line to connect each figure with the fraction that corresponds to the gray area
M4PREG27	line to connect each figure with the fraction that corresponds to the gray area
M4PREG28	line to connect each figure with the fraction that corresponds to the gray area

M4PREG29	How many markers do we have in the class in total?
M4PREG30	How many balloons did each guest get?
M4PREG31	Fix the order of the following numbers from LOWEST to HIGHEST
M4PREG32	How many eggs did Lucía sell?
M4PREG33	How many seeds did each kid receive?
M4PREG34	How much milk does she have to buy to complete 1 liter?
M4PREG35	How many kids won´t be able to be a part of any team?
M4PREG36	What fraction of the total of these animals are cats?
M4PREG37	How many balls of wool will she have to use in total to knit 3 hats and 2 sweaters?

PE_SCH_LectoraMatematica5

PUPILPK	Composite key for student - SCHLID + TURNOIE + AULA + PUPILID
SCHLID	School code
TURNOIE	School Shift
	1 = "Morning"
	2 = "Afternoon"
	3 = "Morning and afternoon"
AULA	Class ID
PUPILID	Student ID
DINTDAY	Date of application: Day
DINTMTH	Date of application: Month
DINTYEAR	Date of application: Year
DINT	Date of application
FLDSTTM	At what time did you start the questionnaire?
FLDENTM	At what time did you finish the questionnaire?

The codes for the following variables are:

> 1 = "Correct"
> 2 = "Incorrect"
> 3 = "omitted (blank)"

L5PREG01	Mark with an X the word that relates to the picture
L5PREG02	Mark with an X the letter that relates to the sentence
L5PREG03	Why couldn´t the crow drink the water of the bottle?

L5PREG04	In the story, what does the word "ingenious" mean?
L5PREG05	What happened at the end of the story?
L5PREG06	What did the fox do when it arrived from a far away land?
L5PREG07	When did the insects attack the fox?
L5PREG08	The most important thing that the ants did before attacking the fox was
L5PREG09	What's the main idea of the text?
L5PREG10	Where do people build their houses with mud bricks?
L5PREG11	Who dresses light clothes because of the hot weather?
L5PREG12	In this text, what's the most important thing about the harvests in Peru?
L5PREG13	What's the main topic of this text?
L5PREG14	Which of the following ideas is more important in the poster?
L5PREG15	What's the purpose of this poster?
L5PREG16	Where has football's acceptance been slower?
L5PREG17	Which of the following ideas is the most important in the text?
L5PREG18	According to the text we conclude that
L5PREG19	What´s the main topic of the previous text?
L5PREG20	Which option gives the best summary of the previous text?
L5PREG21	¿Which communities have been isolated because of the landslide?
L5PREG22	Which of the following events is the most important?
L5PREG23	According to the text, we can conclude that
L5PREG24	What's the main topic of the previous text?
L5PREG25	Which option gives the best summary of the previous text?
M5PREG01	Draw a line to connect each number with its equal
M5PREG02	Draw a line to connect each number with its equal
M5PREG03	Draw a line to connect each number with its equal
M5PREG04	Solve
M5PREG05	You may use the extra space on the side to make your calculations
M5PREG06	Solve
M5PREG07	How much change did she get in return?
M5PREG08	How many breads did they sell in total that day?
M5PREG09	Solve the following exercises and write the answer on the line
M5PREG10	Solve the following exercises and write the answer on the line

M5PREG11	Solve
M5PREG12	Solve
M5PREG13	How many eggs did Lucía sell?
M5PREG14	How many seeds did each kid receive?
M5PREG15	How many balls of wool will she have to use in total to knit 3 hats and 2 sweaters?
M5PREG16	How much money does he have in total?
M5PREG17	How many chickens are left in that cage?
M5PREG18	Draw a line to connect the amount of money represented in each picture with the number that represents that amount
M5PREG19	Draw a line to connect the amount of money represented in each picture with the number that represents that amount
M5PREG20	Draw a line to connect the amount of money represented in each picture with the number that represents that amount
M5PREG21	Solve
M5PREG22	Draw a line to connect each figure with the fraction that corresponds to the gray area
M5PREG23	Draw a line to connect each figure with the fraction that corresponds to the gray area
M5PREG24	Draw a line to connect each figure with the fraction that corresponds to the gray area
M5PREG25	Draw a line to connect each figure with the name of the fraction that corresponds to the gray area
M5PREG26	Draw a line to connect each figure with the name of the fraction that corresponds to the gray area
M5PREG27	Draw a line to connect each figure with the name of the fraction that corresponds to the gray area
M5PREG28	Solve
M5PREG29	Solve
M5PREG30	How much change did she get in return?
M5PREG31	How much money did Eva give?
M5PREG32	Mark with an X the correct equality
M5PREG33	How much milk does she have to buy to complete 1 liter
M5PREG34	How much will 4 kilos of beans cost?

PE_SCH_LectoraMatematica6

PUPILPK	Composite key for student - SCHLID + TURNOIE + AULA + PUPILID
SCHLID	School code
TURNOIE	School Shift

	1 = "Morning"
	2 = "Afternoon"
	3 = "Morning and afternoon"
AULA	Class ID
PUPILID	Student ID
DINTDAY	Date of application: Day
DINTMTH	Date of application: Month
DINTYEAR	Date of application: Year
DINT	Date of application
FLDSTTM	At what time did you start the questionnaire?
FLDENTM	At what time did you finish the questionnaire?

The codes for the following variables are:

	1 = "Correct"
	2 = "Incorrect"
	3 = "omitted (blank)"
L6PREG01	Mark with an X the letter that relates to the sentence
L6PREG02	Why couldn´t the crow drink the water of the bottle?
L6PREG03	In the story, what does the word "ingenious" mean?
L6PREG04	What happened at the end of the story?
L6PREG05	Where has football's acceptance been slower?
L6PREG06	Which of the following ideas is the most important in the text
L6PREG07	According to the text we conclude that
L6PREG08	What´s the main topic of the previous text?
L6PREG09	Which option gives the best summary of the previous text?
L6PREG10	When did men realize that the amount and type of food affects their wellbeing?
L6PREG11	Which of the following ideas is the most important in the text?
L6PREG12	According to the text, we can conclude that
L6PREG13	What's the previous text about?
L6PREG14	Which option gives the best summary of the previous text?
L6PREG15	Which of the following ideas is more important in the poster?

L6PREG16	What's the purpose of this poster?
L6PREG17	The languages in danger of extinction are
L6PREG18	Which of the following is the most important idea in the previous text?
L6PREG19	According to the text we can conclude that
L6PREG20	What was the previous text about?
L6PREG21	Which option gives the best summary of the previous text?
L6PREG22	Why could we call "Oceana" to the Earth?
L6PREG23	Which of the following is the most important idea in the previous text?
L6PREG24	According to the text, we can conclude that salt water turns into fresh water when
L6PREG25	What is the previous text about?
L6PREG26	Which option gives the best summary of the previous text?
M6PREG01	Solve
M6PREG02	Solve
M6PREG03	How many breads did they sell in total that day?
M6PREG04	How many students finished the school year?
M6PREG05	Solve the following exercises and write the answer on the line
M6PREG06	Solve the following exercises and write the answer on the line
M6PREG07	Solve
M6PREG08	Solve
M6PREG09	How much money does he have in total?
M6PREG10	How many chickens are left in that cage?
M6PREG11	How many kilos of rice and sugar did she buy this month in total if she went 3 times to the market?
M6PREG12	How many boxes can he fill?
M6PREG13	How many sacks should he be able to harvest from all the rows?
M6PREG14	Draw a line to connect the amount of money represented in each picture with the number that represents that amount
M6PREG15	Draw a line to connect the amount of money represented in each picture with the number that represents that amount
M6PREG16	Draw a line to connect the amount of money represented in each picture with the number that represents that amount
M6PREG17	Solve
M6PREG18	Draw a line to connect each figure with the name of the fraction that corresponds to the gray area

M6PREG19	Draw a line to connect each figure with the name of the fraction that corresponds to the gray area
M6PREG20	Draw a line to connect each figure with the name of the fraction that corresponds to the gray area
M6PREG21	Solve
M6PREG22	Solve
M6PREG23	How much money did Eva give?
M6PREG24	Mark with an X the correct equality
M6PREG25	Solve
M6PREG26	How much did she pay for the black board?
M6PREG27	How much will 4 kilos of beans cost?
M6PREG28	On which day did he sell the least of his cattle?
M6PREG29	Mark with an X the correct answer

PE_SCH_MathsTeacher

TEACHPK	Composite primary key - SCHLID+TURNOIE+AULA+TEACHID
SCHLID	School ID
TURNOIE	School Shift
	1 = "Morning"
	2 = "Afternoon"
	3 = "Morning and afternoon"
AULA	Class ID
TEACHID	Teacher ID
TIPOIE	
ENTDAY	Delivery date : day
ENTMTH	Delivery date : month
ENTYEAR	Delivery date : year
ENTDATE	Delivery date
DEVDAY	Devolution date : day
DEVMTH	Devolution date : month
DEVYEAR	Devolution date :year
DEVDATE	Devolution date

YLCLASS	The teacher has in his/her class a YL Child with a native mother tongue?

0 = "No"
1 = "Yes"

NATVLANG	Do you use a native language (for example, quechua, aimara or native language of the jungle) to address students in the school (inside or outside the classroom)?

0 = "No"
1 = "Yes"

TCHAGE	How old are you?

-99 = "Missing"
-88 = "NA"
-79 = "RA"
-77 = "NK"

TCHSEX	Gender

1 = "Male"
2 = "Female"

TCHLANG	What is your mother tongue?

1 = "Spanish"
2 = "Quechua"
3 = "Aimara"
4 = "Native language of the jungle (specify)"
5 = "Spanish & Quechua"
6 = "Spanish & Aimara"
7 = "Spanish & Native language of the jungle (specify)"
8 = "Other (specify)"

HABTOLNG	Besides your mother tongue, do you speak another language?

0 = "No"
1 = "Yes"

TCHCAST	What other languages do you speak?, Spanish

0 = "No"
1 = "Yes"

TCHQUEC	What other languages do you speak?, Quechua

0 = "No"
1 = "Yes"

TCHAIMA	What other languages do you speak?, Aimara

0 = "No"
1 = "Yes"

TCHSELV	What other languages do you speak?, Native language of the jungle

0 = "No"
1 = "Yes"

TCHOLNG   What other languages do you speak?, Other

0 = "No"
1 = "Yes"

TCHNACIO   Where were you born?

1 = "In the same District where the school is located"
2 = "In other District of the same Province where the school is located"
3 = "In other Province of the Department where the school is located"
4 = "In other Department (specify)"
5 = "Other (specify)"

TCHRESID   Where do you live from Monday to Friday?

1 = "In the same locality/village where the school is located"
2 = "In other locality/village, of the same District where the school is located"
3 = "In other District, of the same Province where the school is located"
4 = "In other Province of the same Department where the school is located"

TCHDIST   From Monday to Friday, how long do you take to arrive to the school?

1 = "Less than 5 minutes"
2 = "Between 5 and less than 30 minutes"
3 = "Between 30 minutes and less than 1 hour"
4 = "Between 1 hour and less than 2 hours"
5 = "2 hours or more"

TCHEDUC   Which is the highest level of education you have reached?

1 = "Incomplete Secondary Education or less"
2 = "Complete Secondary Education"
3 = "Incomplete Tertiary Education (technician, pedagogical or university)"
4 = "Complete Tertiary education (technician, pedagogical or university)"
5 = "Postgraduate (of at least one year of study)"

TCHDOCT   Did you study to become a teacher? Do not consider postgraduate studies

0 = "No"
1 = "Yes"

TCHFORMO   You studied to be a teacher of

1 = "Pre-School Education"
2 = "Primary Education"
3 = "Intercultural Bilingual Primary Education"
4 = "Secondary Education, specializing in"
5 = "Other (specify)"

TCHMAXI	Which is the maximum degree or grade level you reached?

1 = "Graduated from Pedagogical Institute (Higher Education)"
2 = "Bachelor (graduated in Education from a University)"
3 = "Licensed in Education from an Institute"
4 = "Licensed in Education from a University"
5 = "Did not finish your studies to become a teacher"

TCHEBR	How many years of experience do you have in Regular Basic Education? Include this year
TCHPRIM	How many years of experience do you have as a Primary Teacher in this school?
SUBMATH	Do you teach this subject?, Mathematics

0 = "No"
1 = "Yes"

G1MATH	To what grades of primary do you teach this subject? , 1st grade

0 = "No"
1 = "Yes"

G2MATH	To what grades of primary do you teach this subject? , 2nd grade

0 = "No"
1 = "Yes"

G3MATH	To what grades of primary do you teach this subject? , 3rd grade

0 = "No"
1 = "Yes"

G4MATH	To what grades of primary do you teach this subject? , 4th grade

0 = "No"
1 = "Yes"

G5MATH	To what grades of primary do you teach this subject? , 5th grade

0 = "No"
1 = "Yes"

G6MATH	To what grades of primary do you teach this subject? , 6th grade

0 = "No"
1 = "Yes"

SUBCOM	Do you teach this subject?, Communication

0 = "No"
1 = "Yes"

G1COM	To what grades of primary do you teach this subject? , 1st grade

0 = "No"
1 = "Yes"

G2COM	To what grades of primary do you teach this subject? , 2nd grade
	0 = "No"
	1 = "Yes"

G3COM	To what grades of primary do you teach this subject? , 3rd grade
	0 = "No"
	1 = "Yes"

G4COM	To what grades of primary do you teach this subject? , 4th grade
	0 = "No"
	1 = "Yes"

G5COM	To what grades of primary do you teach this subject? , 5th grade
	0 = "No"
	1 = "Yes"

G6COM	To what grades of primary do you teach this subject? , 6th grade
	0 = "No"
	1 = "Yes"

SUBARTE	Do you teach this subject?, Art
	0 = "No"
	1 = "Yes"

G1ARTE	To what grades of primary do you teach this subject? , 1st grade
	0 = "No"
	1 = "Yes"

G2ARTE	To what grades of primary do you teach this subject? , 2nd grade
	0 = "No"
	1 = "Yes"

G3ARTE	To what grades of primary do you teach this subject? , 3rd grade
	0 = "No"
	1 = "Yes"

G4ARTE	To what grades of primary do you teach this subject? , 4th grade
	0 = "No"
	1 = "Yes"

G5ARTE	To what grades of primary do you teach this subject? , 5th grade
	0 = "No"
	1 = "Yes"

G6ARTE	To what grades of primary do you teach this subject? , 6th grade
	0 = "No"
	1 = "Yes"

SUBPESO   Do you teach this subject?, Personal-Social

0 = "No"
1 = "Yes"

G1PESO   To what grades of primary do you teach this subject? , 1st grade

0 = "No"
1 = "Yes"

G2PESO   To what grades of primary do you teach this subject? , 2nd grade

0 = "No"
1 = "Yes"

G3PESO   To what grades of primary do you teach this subject? , 3rd grade

0 = "No"
1 = "Yes"

G4PESO   To what grades of primary do you teach this subject? , 4th grade

0 = "No"
1 = "Yes"

G5PESO   To what grades of primary do you teach this subject? , 5th grade

0 = "No"
1 = "Yes"

G6PESO   To what grades of primary do you teach this subject? , 6th grade

0 = "No"
1 = "Yes"

SUBEDFS   Do you teach this subject?, Physical Education

0 = "No"
1 = "Yes"

G1EDFS   To what grades of primary do you teach this subject? , 1st grade

0 = "No"
1 = "Yes"

G2EDFS   To what grades of primary do you teach this subject? , 2nd grade

0 = "No"
1 = "Yes"

G3EDFS   To what grades of primary do you teach this subject? , 3rd grade

0 = "No"
1 = "Yes"

G4EDFS   To what grades of primary do you teach this subject? , 4th grade

0 = "No"
1 = "Yes"

G5EDFS	To what grades of primary do you teach this subject? , 5th grade
	0 = "No"
	1 = "Yes"

G6EDFS	To what grades of primary do you teach this subject? , 6th grade
	0 = "No"
	1 = "Yes"

SUBREL	Do you teach this subject?, Religion Education
	0 = "No"
	1 = "Yes"

G1REL	To what grades of primary do you teach this subject? , 1st grade
	0 = "No"
	1 = "Yes"

G2REL	To what grades of primary do you teach this subject? , 2nd grade
	0 = "No"
	1 = "Yes"

G3REL	To what grades of primary do you teach this subject? , 3rd grade
	0 = "No"
	1 = "Yes"

G4REL	To what grades of primary do you teach this subject? , 4th grade
	0 = "No"
	1 = "Yes"

G5REL	To what grades of primary do you teach this subject? , 5th grade
	0 = "No"
	1 = "Yes"

G6REL	To what grades of primary do you teach this subject? , 6th grade
	0 = "No"
	1 = "Yes"

SUBAMB	Do you teach this subject?, Science and Environment
	0 = "No"
	1 = "Yes"

G1AMB	To what grades of primary do you teach this subject? , 1st grade
	0 = "No"
	1 = "Yes"

G2AMB	To what grades of primary do you teach this subject? , 2nd grade
	0 = "No"
	1 = "Yes"

G3AMB	To what grades of primary do you teach this subject? , 3rd grade
	0 = "No"
	1 = "Yes"

G4AMB	To what grades of primary do you teach this subject? , 4th grade
	0 = "No"
	1 = "Yes"

G5AMB	To what grades of primary do you teach this subject? , 5th grade
	0 = "No"
	1 = "Yes"

G6AMB	To what grades of primary do you teach this subject? , 6th grade
	0 = "No"
	1 = "Yes"

SUBIDIO	Do you teach this subject?, Foreign/native language
	0 = "No"
	1 = "Yes"

G1IDIO	To what grades of primary do you teach this subject? , 1st grade
	0 = "No"
	1 = "Yes"

G2IDIO	To what grades of primary do you teach this subject? , 2nd grade
	0 = "No"
	1 = "Yes"

G3IDIO	To what grades of primary do you teach this subject? , 3rd grade
	0 = "No"
	1 = "Yes"

G4IDIO	To what grades of primary do you teach this subject? , 4th grade
	0 = "No"
	1 = "Yes"

G5IDIO	To what grades of primary do you teach this subject? , 5th grade
	0 = "No"
	1 = "Yes"

G6IDIO	To what grades of primary do you teach this subject? , 6th grade
	0 = "No"
	1 = "Yes"

SUBTUT	Do you teach this subject?, Tutorial
	0 = "No"
	1 = "Yes"

G1TUT   To what grades of primary do you teach this subject? , 1st grade

0 = "No"
1 = "Yes"

G2TUT   To what grades of primary do you teach this subject? , 2nd grade

0 = "No"
1 = "Yes"

G3TUT   To what grades of primary do you teach this subject? , 3rd grade

0 = "No"
1 = "Yes"

G4TUT   To what grades of primary do you teach this subject? , 4th grade

0 = "No"
1 = "Yes"

G5TUT   To what grades of primary do you teach this subject? , 5th grade

0 = "No"
1 = "Yes"

G6TUT   To what grades of primary do you teach this subject? , 6th grade

0 = "No"
1 = "Yes"

TCHTRAIN   Have you received training over 20 hours each, related to pedagogical aspects of teaching in the last two years (2010-2011)?

0 = "No"
1 = "Yes"

TCONCPUB   Have you participated in any public evaluation to join the Teachers Professional Career?

0 = "No"
1 = "Yes"

TINGCPM   Did you enter the Teachers Professional Career?

0 = "No"
1 = "Yes"

TCPMING   To which level of the Teachers Professional Career did you enter?

1 = "First (I) Magisterial Level"
2 = "Second (II) Magisterial Level"
3 = "Third (III) Magisterial Level"
4 = "Fourth (IV) Magisterial Level"
5 = "Fifth (V) Magisterial Level"

TCPMSENC   Which is your current level in the Teachers Professional Career?

1 = "First (I) Magisterial Level"
2 = "Second (II) Magisterial Level"
3 = "Third (III) Magisterial Level"
4 = "Fourth (IV) Magisterial Level"
5 = "Fifth (V) Magisterial Level"

TCPMLAB   In which area of the Teachers Professional Career are you working now?

1 = "Pedagogical Management"
2 = "Institutional Management"
3 = "Research"

FALTIE30   In the last thirty (30) days, did you have to be absent from school?

0 = "No"
1 = "Yes"

DIASFALT   How many days were you absent?

MOTIFALT   What was the main reason for that/those absence(s)?

1 = "Medical condition or disease"
2 = "Distance from school"
3 = "Bad weather"
4 = "Carry out administrative proceedings for the school"
5 = "Personal reasons"
6 = "Others (specify)"

DIRFAL30   In the last thirty (30) days, did the school headmaster to have be absent from school?

0 = "No"
1 = "Yes"

DMEDIC   Frequent reasons for absences: Medical condition or disease

0 = "No"
1 = "Yes"

DLEJANIA   Frequent reasons for absences: Distance from school

0 = "No"
1 = "Yes"

DMALCLIM   Frequent reasons for absences: Bad weather

0 = "No"
1 = "Yes"

DADMIN   Frequent reasons for absences: Carry out administrative proceedings for the school

0 = "No"
1 = "Yes"

DPERSON	Frequent reasons for absences: Personal reasons
	0 = "No" 1 = "Yes"
DOTROS	Frequent reasons for absences: Others
	0 = "No" 1 = "Yes"
ESTFAL30	In the last thirty (30) days, did the students have to be absent from school?
	0 = "No" 1 = "Yes"
EMEDIC	Frequent reasons for absences: Medical condition or disease
	0 = "No" 1 = "Yes"
ELEJANIA	Frequent reasons for absences: Distance from school
	0 = "No" 1 = "Yes"
ETRABAJO	Frequent reasons for absences: Work
	0 = "No" 1 = "Yes"
EMALCLIM	Frequent reasons for absences: Bad weather
	0 = "No" 1 = "Yes"
EAYUDCAS	Frequent reasons for absences: Helping at home
	0 = "No" 1 = "Yes"
EVIAJAR	Frequent reasons for absences: Traveling
	0 = "No" 1 = "Yes"
EINTERST	Frequent reasons for absences: Lack of interest in school
	0 = "No" 1 = "Yes"
EOTROS	Frequent reasons for absences: Others
	0 = "No" 1 = "Yes"
SCHMLGR	Your school is
	1 = "One classroom school (There's only one class and one teacher for all the school)"

2 = "Multigrade school (Children from different grades are grouped together in one class)"
3 = "Full grade school ?"

ASPOS1   Positive aspects of children in multigrade classroom: That students in higher grades academically support students in lower grades

0 = "No"
1 = "Yes"

ASPOS2   Positive aspects of children in multigrade classroom: That promotes values (solidarity, cooperation, support, diversity)

0 = "No"
1 = "Yes"

ASPOS3   Positive aspects of children in multigrade classroom: That encourages partnership and socialization between the younger students and their elders peers

0 = "No"
1 = "Yes"

ASPOS4   Positive aspects of children in multigrade classroom: That students in the lower grades acquire useful knowledge for the next school grades

0 = "No"
1 = "Yes"

ASPOS5   Positive aspects of children in multigrade classroom: That facilitates the work done by teachers (control, design of classes)

0 = "No"
1 = "Yes"

ASPOS6   Positive aspects of children in multigrade classroom: That promotes students' participation

0 = "No"
1 = "Yes"

ASPOS7   Positive aspects of children in multigrade classroom: Other

0 = "No"
1 = "Yes"

ASNEG1   Negative aspects of children in multigrade classroom: The lack of attention of students toward the teacher (disorder and interruptions)

0 = "No"
1 = "Yes"

ASNEG2   Negative aspects of children in multigrade classroom: That there isn't an exclusive dedication from the teacher to the students of each grades

0 = "No"

1 = "Yes"

ASNEG3 Negative aspects of children in multigrade classroom:That class goals aren't accomplished

0 = "No"
1 = "Yes"

ASNEG4 Negative aspects of children in multigrade classroom:The lack of space and materials

0 = "No"
1 = "Yes"

ASNEG5 Negative aspects of children in multigrade classroom:That it increases the teachers' workload

0 = "No"
1 = "Yes"

ASNEG6 Negative aspects of children in multigrade classroom:The different levels, rhythms and styles of students learning

0 = "No"
1 = "Yes"

ASNEG7 Negative aspects of children in multigrade classroom:The arguments or fights between students

0 = "No"
1 = "Yes"

ASNEG8 Negative aspects of children in multigrade classroom:That only the older or more capable students work

0 = "No"
1 = "Yes"

ASNEG9 Negative aspects of children in multigrade classroom:Other

0 = "No"
1 = "Yes"

NECMGRD Do you think you need training to work in multigrade classrooms?

0 = "No"
1 = "Yes"

DESESPPB Do you consider that school dropout is a problem within this school?

0 = "No"
1 = "Yes"

DESERC1 Reasons for school dropouts (students abandoning school): Remoteness from school

0 = "No"
1 = "Yes"

DESERC2   Reasons for school dropouts (students abandoning school): Families do not have sufficient economic resources

0 = "No"
1 = "Yes"

DESERC3   Reasons for school dropouts (students abandoning school): Students have to help with house chores

0 = "No"
1 = "Yes"

DESERC4   Reasons for school dropouts (students abandoning school): Students have to go out looking for work

0 = "No"
1 = "Yes"

DESERC5   Reasons for school dropouts (students abandoning school): By decision of the parents

0 = "No"
1 = "Yes"

DESERC6   Reasons for school dropouts (students abandoning school): The families do not support children studies

0 = "No"
1 = "Yes"

DESERC7   Reasons for school dropouts (students abandoning school): Lack of interest from students

0 = "No"
1 = "Yes"

DESERC8   Reasons for school dropouts (students abandoning school): Other

0 = "No"
1 = "Yes"

RSKDO01   What actions do you or the school take when a student at risk of dropping out is identified? Provide individualized orientation to the student

0 = "No"
1 = "Yes"

RSKDO02   What actions do you or the school take when a student at risk of dropping out is identified? Work in tutorial class with the whole classroom

0 = "No"
1 = "Yes"

RSKDO03   What actions do you or the school take when a student at risk of dropping out is identified? Get an appointment with the child's parents and/or guardian to talk about the child's situation

0 = "No"
1 = "Yes"

RSKDO04   What actions do you or the school take when a student at risk of dropping out is identified? Psychological counseling

0 = "No"
1 = "Yes"

RSKDO05   What actions do you or the school take when a student at risk of dropping out is identified? Other

0 = "No"
1 = "Yes"

DESAPROB   What is the main reason that primary students are at risk of failing the entire year?

1 = "Students absences"
2 = "Low student performance"
3 = "Students misbehavior"
4 = "Family problems of the students"
5 = "Lack of parent support towards students"
6 = "Others (specify)"

RSKFY01   What actions do you or the school take when a student at risk of failing the entire year is identified? Classrooms' tutors provide tutorials to students

0 = "No"
1 = "Yes"

RSKFY02   What actions do you or the school take when a student at risk of failing the entire year is identified? Allow the student increase his/her grades with another evaluation/assignment

0 = "No"
1 = "Yes"

RSKFY03   What actions do you or the school take when a student at risk of failing the entire year is identified? Reinforcement classes in the course at risk of failing

0 = "No"
1 = "Yes"

RSKFY04   What actions do you or the school take when a student at risk of failing the entire year is identified? Get an appointment with the child's parents and/or guardian to talk about the child's academic performance

0 = "No"
1 = "Yes"

RSKFY05   What actions do you or the school take when a student at risk of failing the entire year is identified? Other:

0 = "No"
1 = "Yes"

IDFPRB01 How do you or the school identify students with personal or family problems? Because of the student's behavior (he/she is isolated, unmotivated, sad)

0 = "No"
1 = "Yes"

IDFPRB02 How do you or the school identify students with personal or family problems? Because of comments of peers

0 = "No"
1 = "Yes"

IDFPRB03 How do you or the school identify students with personal or family problems? Because of the student's low academic performance

0 = "No"
1 = "Yes"

IDFPRB04 How do you or the school identify students with personal or family problems? Because parents and/or guardian go to the school to talk about the issue

0 = "No"
1 = "Yes"

IDFPRB05 How do you or the school identify students with personal or family problems? Other

0 = "No"
1 = "Yes"

ACFPRB01 What actions do you or the school take when a student with family or personal problems is identified? Talk with the child

0 = "No"
1 = "Yes"

ACFPRB02 What actions do you or the school take when a student with family or personal problems is identified? Talk with the child's parents and/or gua

0 = "No"
1 = "Yes"

ACFPRB03 What actions do you or the school take when a student with family or personal problems is identified? Work in tutorial class with the whole classroom

0 = "No"
1 = "Yes"

ACFPRB04 What actions do you or the school take when a student with family or personal problems is identified? Look for child's siblings/peers that study in the same school that can give him/her support

0 = "No"
1 = "Yes"

ACFPRB05 What actions do you or the school take when a student with family or personal problems is identified? According to the gravity of the situation, derive the case to a psychologist

0 = "No"
1 = "Yes"

ACFPRB06 What actions do you or the school take when a student with family or personal problems is identified? Other

0 = "No"
1 = "Yes"

DIRMTGS In your school, are there staff meetings (headmaster and teachers)?

0 = "No"
1 = "Yes"

FRQDIRMG How often do these meetings occur?

1 = "Twice a week or more"
2 = "Once a week"
3 = "Once every 15 days"
4 = "Once a month"
5 = "Once every three months"
6 = "Once a semester"
7 = "Once per year"
8 = "Others (specify)"

PARTRED Do you participate in a network that brings together teachers from different institutions from the locality?

0 = "No"
1 = "Yes"

FRQREDMT How often do you attend to the meetings of the network?

1 = "Twice a week or more"
2 = "Once a week"
3 = "Once every 15 days"
4 = "Once a month"
5 = "Once every three months"
6 = "Once a semester"
7 = "Once per year"
8 = "Others (specify)"

ACPEDAG Do you receive teacher support?

0 = "No"
1 = "Yes"

RPPROP Do you receive teaching support from these institutions? : Your own school

0 = "No"
1 = "Yes"

RPUGEL   Do you receive teaching support from these institutions? : The UGEL (Local Education Office)

0 = "No"
1 = "Yes"

RPDRE   Do you receive teaching support from these institutions? : The DRE (Regional Education Office)

0 = "No"
1 = "Yes"

RPONG   Do you receive teaching support from these institutions? : A NGO

0 = "No"
1 = "Yes"

RPRED   Do you receive teaching support from these institutions? : The Network

0 = "No"
1 = "Yes"

RPOTRO   Do you receive teaching support from these institutions? : Other

0 = "No"
1 = "Yes"

FRQPROP   How often do you receive the teaching support? : Your own school

1 = "Twice a week or more"
2 = "Once a week"
3 = "Once every 15 days"
4 = "Once a month"
5 = "Once every three months"
6 = "Once a semester"
7 = "Once per year"

FRQUGEL   How often do you receive the teaching support? : The UGEL (Local Education Office)

1 = "Twice a week or more"
2 = "Once a week"
3 = "Once every 15 days"
4 = "Once a month"
5 = "Once every three months"
6 = "Once a semester"
7 = "Once per year"

FRQDRE   How often do you receive the teaching support? : The DRE (Regional Education Office)

1 = "Twice a week or more"
2 = "Once a week"
3 = "Once every 15 days"
4 = "Once a month"
5 = "Once every three months"
6 = "Once a semester"
7 = "Once per year"

FRQONG How often do you receive the teaching support? : A NGO

1 = "Twice a week or more"
2 = "Once a week"
3 = "Once every 15 days"
4 = "Once a month"
5 = "Once every three months"
6 = "Once a semester"
7 = "Once per year"

FRQRED How often do you receive the teaching support? : The Network

1 = "Twice a week or more"
2 = "Once a week"
3 = "Once every 15 days"
4 = "Once a month"
5 = "Once every three months"
6 = "Once a semester"
7 = "Once per year"

FRQOTRO How often do you receive the teaching support? : Other

1 = "Twice a week or more"
2 = "Once a week"
3 = "Once every 15 days"
4 = "Once a month"
5 = "Once every three months"
6 = "Once a semester"
7 = "Once per year"

APTCHSAT How would you characterize each of the following within your school?: Teacher's job satisfaction

1 = "Very low"
2 = "Low"
3 = "High"
4 = "Very high"

APTCHUCO   How would you characterize each of the following within your school?:Teachers'
            understanding of the school's curricular goals

            1 = "Very low"
            2 = "Low"
            3 = "High"
            4 = "Very high"

APTCSIC   How would you characterize each of the following within your school?:Teachers'
            degree of success in implementing the school's curriculum

            1 = "Very low"
            2 = "Low"
            3 = "High"
            4 = "Very high"

APTESP   How would you characterize each of the following within your school?:Teachers'
            expectations for student achievement

            1 = "Very low"
            2 = "Low"
            3 = "High"
            4 = "Very high"

APPSSAP   How would you characterize each of the following within your school?:Parental
            support for student achievement

            1 = "Very low"
            2 = "Low"
            3 = "High"
            4 = "Very high"

APPPSA   How would you characterize each of the following within your school?:Parental
            involvement in school activities

            1 = "Very low"
            2 = "Low"
            3 = "High"
            4 = "Very high"

APRSISP   How would you characterize each of the following within your school?:Students'
            regard for school property

            1 = "Very low"
            2 = "Low"
            3 = "High"
            4 = "Very high"

APMSDWS   How would you characterize each of the following within your school?:Students'
            desire to do well in school

            1 = "Very low"
            2 = "Low"
            3 = "High"
            4 = "Very high"

PJIDAEC   In your school, is the learning of students hindered by: Disruption of classes by students

1 = "Not at all"
2 = "Very little"
3 = "To some extent"
4 = "A lot"

PJAQFAC   In your school, is the learning of students hindered by: Students skipping classes

1 = "Not at all"
2 = "Very little"
3 = "To some extent"
4 = "A lot"

PJFRALP   In your school, is the learning of students hindered by: Students lacking respect for teachers

1 = "Not at all"
2 = "Very little"
3 = "To some extent"
4 = "A lot"

PJCAD   In your school, is the learning of students hindered by: The use of alcohol or illegal drugs

1 = "Not at all"
2 = "Very little"
3 = "To some extent"
4 = "A lot"

PJAIAOE   In your school, is the learning of students hindered by: Students intimidating or bullying other students

1 = "Not at all"
2 = "Very little"
3 = "To some extent"
4 = "A lot"

PJPANDL   In your school, is the learning of students hindered by: Students participation in gangs

1 = "Not at all"
2 = "Very little"
3 = "To some extent"
4 = "A lot"

MTSAT01   Satisfaction of your job in this school with: Your salary

1 = "Not satisfied"
2 = "Little satisfied"
3 = "Satisfied"
4 = "Highly satisfied"

MTSAT02   Satisfaction of your job in this school with: Your professional development opportunities in this school

1 = "Not satisfied"

2 = "Little satisfied"
3 = "Satisfied"
4 = "Highly satisfied"

MTSAT03   Satisfaction of your job in this school with: Your relationship with the headmaster

1 = "Not satisfied"
2 = "Little satisfied"
3 = "Satisfied"
4 = "Highly satisfied"

MTSAT04   Satisfaction of your job in this school with: Your relationship with the other teachers

1 = "Not satisfied"
2 = "Little satisfied"
3 = "Satisfied"
4 = "Highly satisfied"

MTSAT05   Satisfaction of your job in this school with: Your relationship with the students

1 = "Not satisfied"
2 = "Little satisfied"
3 = "Satisfied"
4 = "Highly satisfied"

MTSAT06   Satisfaction of your job in this school with: Your relationship with the parents

1 = "Not satisfied"
2 = "Little satisfied"
3 = "Satisfied"
4 = "Highly satisfied"

MTSAT07   Satisfaction of your job in this school with: The support received from the direction of the school in pedagogical issues

1 = "Not satisfied"
2 = "Little satisfied"
3 = "Satisfied"
4 = "Highly satisfied"

MTSAT08   Satisfaction of your job in this school with: The support received from the educational authorities outside the school

1 = "Not satisfied"
2 = "Little satisfied"
3 = "Satisfied"
4 = "Highly satisfied"

MTSAT09   Satisfaction of your job in this school with: Your relationship with the residents of the neighborhood/community in the school

1 = "Not satisfied"
2 = "Little satisfied"

3 = "Satisfied"

4 = "Highly satisfied"

MTSAT10   Satisfaction of your job in this school with: The liberty to do your job

1 = "Not satisfied"

2 = "Little satisfied"

3 = "Satisfied"

4 = "Highly satisfied"

MTSAT11   Satisfaction of your job in this school with: The support from your colleagues

1 = "Not satisfied"

2 = "Little satisfied"

3 = "Satisfied"

4 = "Highly satisfied"

MTSAT12   Students respect towards you in the classroom

1 = "Not satisfied"

2 = "Little satisfied"

3 = "Satisfied"

4 = "Highly satisfied"

MTSAT13   Satisfaction of your job in this school with: Headmasters' acknowledgement of your job

1 = "Not satisfied"

2 = "Little satisfied"

3 = "Satisfied"

4 = "Highly satisfied"

MTSAT14   Satisfaction of your job in this school with: The opportunities for team work with your colleagues

1 = "Not satisfied"

2 = "Little satisfied"

3 = "Satisfied"

4 = "Highly satisfied"

MTSAT15   Satisfaction of your job in this school with: Your work inside the classroom

1 = "Not satisfied"

2 = "Little satisfied"

3 = "Satisfied"

4 = "Highly satisfied"

MTGEST01   In meetings, the headmaster discusses educational goals with teachers

1 = "Never"

2 = "Seldom"

3 = "Quite Often"

4 = "Very often"

MTGEST02   The headmaster ensures that teachers work according to the school's educational goals

        1 = "Never"
        2 = "Seldom"
        3 = "Quite Often"
        4 = "Very often"

MTGEST03   The headmaster or someone else in the management team observes teaching classes

        1 = "Never"
        2 = "Seldom"
        3 = "Quite Often"
        4 = "Very often"

MTGEST04   The headmaster gives teachers suggestions as to how they can improve their teaching

        1 = "Never"
        2 = "Seldom"
        3 = "Quite Often"
        4 = "Very often"

MTGEST05   When a teacher has problems in his/her classroom, the headmaster takes the initiative to discuss the matter

        1 = "Never"
        2 = "Seldom"
        3 = "Quite Often"
        4 = "Very often"

MTGEST06   The headmaster ensures that teachers are informed about possibilities for updating their knowledge and skills

        1 = "Never"
        2 = "Seldom"
        3 = "Quite Often"
        4 = "Very often"

MTGEST07   The headmaster compliments teachers for special effort or accomplishments

        1 = "Never"
        2 = "Seldom"
        3 = "Quite Often"
        4 = "Very often"

MTGEST08   In this school, the headmaster and teachers work on a school development plan

        1 = "Never"
        2 = "Seldom"
        3 = "Quite Often"
        4 = "Very often"

MTGEST09   The headmaster defines goals to be accomplished by the staff of this school

        1 = "Never"
        2 = "Seldom"
        3 = "Quite Often"

	4 = "Very often"
MTGEST10	The headmaster ensures that a task-oriented atmosphere is fostered in this school

1 = "Never"
2 = "Seldom"
3 = "Quite Often"
4 = "Very often"

| MTGEST11 | In this school, the headmaster and teachers act to ensure that education quality issues are a collective responsibility |

1 = "Never"
2 = "Seldom"
3 = "Quite Often"
4 = "Very often"

| STUDOLNG | Is there a student in your class with a mother tongue different than Spanish? |

0 = "No"
1 = "Yes"

| DISTLMDC | Have you done something different with students with mother tongue different than Spanish in comparison with the rest of the class |

0 = "No"
1 = "Yes"

| INDLMSTD | Actions done with students of mother tongue different than Spanish: Give directions in the mother tongue of the student |

0 = "No"
1 = "Yes"

| XTMHWORK | Actions done with students of mother tongue different than Spanish: Give extra time to finish homework or class work |

0 = "No"
1 = "Yes"

| XTMEXAM | Actions done with students of mother tongue different than Spanish: Give extra time to finish tests |

0 = "No"
1 = "Yes"

| XTMRCC | Actions done with students of mother tongue different than Spanish: Give time outside of class to review course content |

0 = "No"
1 = "Yes"

| ACCOTRO | Actions done with students of mother tongue different than Spanish: Other |

0 = "No"
1 = "Yes"

| GETALONG | How many of your students: They get along with their classmates or peers |

	1 = "None"
	2 = "Some"
	3 = "Most"
	4 = "All"
INTEGRAT	How many of your students: They are well integrated into the course
	1 = "None"
	2 = "Some"
	3 = "Most"
	4 = "All"
RESPECT	How many of your students: They respect their classmates or peers, although they are different
	1 = "None"
	2 = "Some"
	3 = "Most"
	4 = "All"
MTPROB01	Is a problem in the classroom?: Students' absenteeism
	1 = "Not a problem"
	2 = "It's a minor problem"
	3 = "It's a moderate problem"
	4 = "It is a serious problem"
MTPROB02	Is a problem in the classroom?: Lack of parent support for student learning at home
	1 = "Not a problem"
	2 = "It's a minor problem"
	3 = "It's a moderate problem"
	4 = "It is a serious problem"
MTPROB03	Is a problem in the classroom?: Not enough class-time
	1 = "Not a problem"
	2 = "It's a minor problem"
	3 = "It's a moderate problem"
	4 = "It is a serious problem"
MTPROB04	Is a problem in the classroom?: Lack of motivation in students
	1 = "Not a problem"
	2 = "It's a minor problem"
	3 = "It's a moderate problem"
	4 = "It is a serious problem"
MTPROB05	Is a problem in the classroom?: Students coming from poor homes
	1 = "Not a problem"
	2 = "It's a minor problem"
	3 = "It's a moderate problem"
	4 = "It is a serious problem"
MTPROB06	Is a problem in the classroom?: Vandalism
	1 = "Not a problem"
	2 = "It's a minor problem"

3 = "It's a moderate problem"
4 = "It is a serious problem"

MTPROB07 Is a problem in the classroom?: Robbery

1 = "Not a problem"
2 = "It's a minor problem"
3 = "It's a moderate problem"
4 = "It is a serious problem"

MTPROB08 Is a problem in the classroom?: Bullying, teasing or verbal abuse between students

1 = "Not a problem"
2 = "It's a minor problem"
3 = "It's a moderate problem"
4 = "It is a serious problem"

MTPROB09 Is a problem in the classroom?: Physical violence between students

1 = "Not a problem"
2 = "It's a minor problem"
3 = "It's a moderate problem"
4 = "It is a serious problem"

MTPROB10 Is a problem in the classroom?: Racial discrimination between students

1 = "Not a problem"
2 = "It's a minor problem"
3 = "It's a moderate problem"
4 = "It is a serious problem"

MTPROB11 Is a problem in the classroom?: Gender discrimination between students

1 = "Not a problem"
2 = "It's a minor problem"
3 = "It's a moderate problem"
4 = "It is a serious problem"

MTPROB12 Is a problem in the classroom?: Discrimination between students because of a socioeconomic status

1 = "Not a problem"
2 = "It's a minor problem"
3 = "It's a moderate problem"
4 = "It is a serious problem"

SGATCH To what extent do you agree or disagree with: Students get along with teachers

1 = "Strongly Disagree"
2 = "Disagree"
3 = "Agree"
4 = "Strongly Agree"

SRESPTCH To what extent do you agree or disagree with: Students respect me as a teacher

1 = "Strongly Disagree"
2 = "Disagree"
3 = "Agree"
4 = "Strongly Agree"

SCHSEX   Is this school, co-ed?

1 = "No, only girls"
2 = "No, only boys"
3 = "Yes, it's co-ed"

GENCOM01   You agree or disagree with: Among my students, boys have a better academic achievement than girls

1 = "Strongly Disagree"
2 = "Disagree"
3 = "Agree"
4 = "Strongly Agree"

GENCOM02   You agree or disagree with: Among my students, girls are smarter than boys

1 = "Strongly Disagree"
2 = "Disagree"
3 = "Agree"
4 = "Strongly Agree"

GENCOM03   You agree or disagree with: Among my students, boys have problems with learning

1 = "Strongly Disagree"
2 = "Disagree"
3 = "Agree"
4 = "Strongly Agree"

GENCOM04   You agree or disagree with: Among my students, girls have problems with learning

1 = "Strongly Disagree"
2 = "Disagree"
3 = "Agree"
4 = "Strongly Agree"

GENCOM05   You agree or disagree with: I prefer to teach boys than girls

1 = "Strongly Disagree"
2 = "Disagree"
3 = "Agree"
4 = "Strongly Agree"

BOYGRL01   How do you see your students?: Intelligent

1 = "Boys"
2 = "Girls"
3 = "Boys and Girls"
4 = "None"

BOYGRL02   How do you see your students?: Lazy

1 = "Boys"
2 = "Girls"
3 = "Boys and Girls"
4 = "None"

BOYGRL03   How do you see your students?: Laborious

1 = "Boys"

               2 = "Girls"

               3 = "Boys and Girls"

               4 = "None"

BOYGRL04   How do you see your students?: Dishonest

               1 = "Boys"

               2 = "Girls"

               3 = "Boys and Girls"

               4 = "None"

BOYGRL05   How do you see your students?: Passives

               1 = "Boys"

               2 = "Girls"

               3 = "Boys and Girls"

               4 = "None"

BOYGRL06   How do you see your students?: Withdrawn

               1 = "Boys"

               2 = "Girls"

               3 = "Boys and Girls"

               4 = "None"

BOYGRL07   How do you see your students?: Honest

               1 = "Boys"

               2 = "Girls"

               3 = "Boys and Girls"

               4 = "None"

BOYGRL08   How do you see your students?: Neat

               1 = "Boys"

               2 = "Girls"

               3 = "Boys and Girls"

               4 = "None"

BOYGRL09   How do you see your students?: Poor

               1 = "Boys"

               2 = "Girls"

               3 = "Boys and Girls"

               4 = "None"

BOYGRL10   How do you see your students?: Well dressed

               1 = "Boys"

               2 = "Girls"

               3 = "Boys and Girls"

               4 = "None"

BOYGRL11   How do you see your students?: Problematic

               1 = "Boys"

               2 = "Girls"

               3 = "Boys and Girls"

               4 = "None"

BOYGRL12	How do you see your students?: Aware

1 = "Boys"
2 = "Girls"
3 = "Boys and Girls"
4 = "None"

BOYGRL13	How do you see your students?: Creative

1 = "Boys"
2 = "Girls"
3 = "Boys and Girls"
4 = "None"

PADPAR01	How often do the parents of the students: Review of notebooks and books

1 = "Never"
2 = "Sometimes"
3 = "Almost always"
4 = "Always"

PADPAR02	How often do the parents of the students: Review of tests

1 = "Never"
2 = "Sometimes"
3 = "Almost always"
4 = "Always"

PADPAR03	How often do the parents of the students: Voluntary assistance to find about their children's performance

1 = "Never"
2 = "Sometimes"
3 = "Almost always"
4 = "Always"

PADPAR04	How often do the parents of the students: Meetings to pick up the notes card/ information card

1 = "Never"
2 = "Sometimes"
3 = "Almost always"
4 = "Always"

PADPAR05	How often do the parents of the students: Meetings with the teachers

1 = "Never"
2 = "Sometimes"
3 = "Almost always"
4 = "Always"

PADPAR06	How often do the parents of the students: Class committee or class delegates meetings

1 = "Never"
2 = "Sometimes"
3 = "Almost always"
4 = "Always"

PADPAR07   How often do the parents of the students: Workshops for parents/parenting classes

1 = "Never"
2 = "Sometimes"
3 = "Almost always"
4 = "Always"

PADPAR08   How often do the parents of the students: Preparing materials for the classroom or school

1 = "Never"
2 = "Sometimes"
3 = "Almost always"
4 = "Always"

PADPAR10   How often do the parents of the students: Take over the teacher for dictating classes

1 = "Never"
2 = "Sometimes"
3 = "Almost always"
4 = "Always"

PADPAR11   How often do the parents of the students: Help in the classroom for managing the students discipline

1 = "Never"
2 = "Sometimes"
3 = "Almost always"
4 = "Always"

PADPAR12   How often do the parents of the students: Help in the construction or maintenance of the school

1 = "Never"
2 = "Sometimes"
3 = "Almost always"
4 = "Always"

PADPAR13   How often do the parents of the students: Give extraordinary economic contributions to the classroom

1 = "Never"
2 = "Sometimes"
3 = "Almost always"
4 = "Always"

PADPAR14   How often do the parents of the students: Activities to raise funds for the school

1 = "Never"
2 = "Sometimes"
3 = "Almost always"
4 = "Always"

PADPAR15   How often do the parents of the students: School festivities or celebrations

1 = "Never"

2 = "Sometimes"
3 = "Almost always"
4 = "Always"

PADEST01 You agree or disagree with: My students' parents support their children to succeed in school

1 = "Strongly Disagree"
2 = "Disagree"
3 = "Agree"
4 = "Strongly Agree"

PADEST02 You agree or disagree with: My students' parents understand the importance of education

1 = "Strongly Disagree"
2 = "Disagree"
3 = "Agree"
4 = "Strongly Agree"

PADEST03 You agree or disagree with: My students' parents hinder my work

1 = "Strongly Disagree"
2 = "Disagree"
3 = "Agree"
4 = "Strongly Agree"

PADEST04 You agree or disagree with: My relationship with my students' parents is positive

1 = "Strongly Disagree"
2 = "Disagree"
3 = "Agree"
4 = "Strongly Agree"

SITMAT01 How often do these situations occur in Mathematics class?: You have to wait a long time for students to quiet down

1 = "Never"
2 = "Some lessons"
3 = "Most lessons"
4 = "Every lessons"

SITMAT02 How often do these situations occur in Mathematics class?:Your students cannot work well

1 = "Never"
2 = "Some lessons"
3 = "Most lessons"
4 = "Every lessons"

SITMAT03 How often do these situations occur in Mathematics class?:Your students don't listen to what you say

1 = "Never"
2 = "Some lessons"
3 = "Most lessons"
4 = "Every lessons"

SITMAT04	How often do these situations occur in Mathematics class?:Your students don't start working for a long time after the lesson begins

1 = "Never"
2 = "Some lessons"
3 = "Most lessons"
4 = "Every lessons"

SITMAT05	How often do these situations occur in Mathematics class?:There is noise and disorder

1 = "Never"
2 = "Some lessons"
3 = "Most lessons"
4 = "Every lessons"

SITMAT06	At the start of class, more than five minutes are spent doing nothing

1 = "Never"
2 = "Some lessons"
3 = "Most lessons"
4 = "Every lessons"

ME01EMAT	Does the school or you have this material?: Mathematics Books from MINEDU

0 = "No"
1 = "Yes"

ME02EMAT	Does the school or you have this material?: Mathematics Books from another editorial

0 = "No"
1 = "Yes"

ME03EMAT	Does the school or you have this material?: Workbooks from MINEDU

0 = "No"
1 = "Yes"

ME04EMAT	Does the school or you have this material?: Workbooks from another editorial

0 = "No"
1 = "Yes"

ME05EMAT	Does the school or you have this material?: Self-instructional learning cards

0 = "No"
1 = "Yes"

ME06EMAT	Does the school or you have this material?: Abacus

0 = "No"
1 = "Yes"

ME07EMAT	Does the school or you have this material?: Tangram

0 = "No"
1 = "Yes"

ME08EMAT   Does the school or you have this material?: Scale

0 = "No"
1 = "Yes"

ME09EMAT   Does the school or you have this material?: Chronometer

0 = "No"
1 = "Yes"

ME10EMAT   Does the school or you have this material?: Calculator

0 = "No"
1 = "Yes"

ME11EMAT   Does the school or you have this material?: Laptop XO (from the program one laptop per child)

0 = "No"
1 = "Yes"

ME12EMAT   Does the school or you have this material?: Computer (Do not consider the Laptop XO)

0 = "No"
1 = "Yes"

ME13EMAT   Does the school or you have this material?: TV

0 = "No"
1 = "Yes"

ME14EMAT   Does the school or you have this material?: Projector

0 = "No"
1 = "Yes"

ME15EMAT   Does the school or you have this material?: VHS

0 = "No"
1 = "Yes"

ME16EMAT   Does the school or you have this material?: DVD

0 = "No"
1 = "Yes"

ME17EMAT   Does the school or you have this material?: CDs

0 = "No"
1 = "Yes"

ME18EMAT   Does the school or you have this material?: Recorders

0 = "No"
1 = "Yes"

ME19EMAT   Does the school or you have this material?: Access to the National Educational Site Perú Educa from the school

0 = "No"
1 = "Yes"

ME20EMAT   Does the school or you have this material?: Access to Internet / other websites from the school

0 = "No"
1 = "Yes"

ME21EMAT   Does the school or you have this material?: Is there any other material that you have for your class?

0 = "No"
1 = "Yes"

ME22EMAT   Does the school or you have this material?: Is there any other material that you have for your class?

0 = "No"
1 = "Yes"

ME01FREQ   How often do you use them in your Mathematics class?: Mathematics Books from MINEDU

1 = "Never"
2 = "Sometimes"
3 = "Almost always"
4 = "Always"

ME02FREQ   How often do you use them in your Mathematics class?: Mathematics Books from another editorial

1 = "Never"
2 = "Sometimes"
3 = "Almost always"
4 = "Always"

ME03FREQ   How often do you use them in your Mathematics class?: Workbooks from MINEDU

1 = "Never"
2 = "Sometimes"
3 = "Almost always"
4 = "Always"

ME04FREQ   How often do you use them in your Mathematics class?: Workbooks from another editorial

1 = "Never"
2 = "Sometimes"
3 = "Almost always"
4 = "Always"

ME05FREQ   How often do you use them in your Mathematics class?: Self-instructional learning cards

1 = "Never"

2 = "Sometimes"
3 = "Almost always"
4 = "Always"

ME06FREQ   How often do you use them in your Mathematics class?: Abacus

1 = "Never"
2 = "Sometimes"
3 = "Almost always"
4 = "Always"

ME07FREQ   How often do you use them in your Mathematics class?: Tangram

1 = "Never"
2 = "Sometimes"
3 = "Almost always"
4 = "Always"

ME08FREQ   How often do you use them in your Mathematics class?: Scale

1 = "Never"
2 = "Sometimes"
3 = "Almost always"
4 = "Always"

ME09FREQ   How often do you use them in your Mathematics class?: Chronometer

1 = "Never"
2 = "Sometimes"
3 = "Almost always"
4 = "Always"

ME10FREQ   How often do you use them in your Mathematics class?: Calculator

1 = "Never"
2 = "Sometimes"
3 = "Almost always"
4 = "Always"

ME11FREQ   How often do you use them in your Mathematics class?: Laptop XO (from the program one laptop per child)

1 = "Never"
2 = "Sometimes"
3 = "Almost always"
4 = "Always"

ME12FREQ   How often do you use them in your Mathematics class?: Computer (Do not consider the Laptop XO)

1 = "Never"
2 = "Sometimes"
3 = "Almost always"
4 = "Always"

ME13FREQ   How often do you use them in your Mathematics class?: TV

1 = "Never"
2 = "Sometimes"
3 = "Almost always"
4 = "Always"

ME14FREQ   How often do you use them in your Mathematics class?: Projector

1 = "Never"
2 = "Sometimes"
3 = "Almost always"
4 = "Always"

ME15FREQ   How often do you use them in your Mathematics class?: VHS

1 = "Never"
2 = "Sometimes"
3 = "Almost always"
4 = "Always"

ME16FREQ   How often do you use them in your Mathematics class?: DVD

1 = "Never"
2 = "Sometimes"
3 = "Almost always"
4 = "Always"

ME17FREQ   How often do you use them in your Mathematics class?: CDs

1 = "Never"
2 = "Sometimes"
3 = "Almost always"
4 = "Always"

ME18FREQ   How often do you use them in your Mathematics class?: Recorders

1 = "Never"
2 = "Sometimes"
3 = "Almost always"
4 = "Always"

ME19FREQ   How often do you use them in your Mathematics class?: Access to the National Educational Site Perú Educa from the school

1 = "Never"
2 = "Sometimes"
3 = "Almost always"
4 = "Always"

ME20FREQ   How often do you use them in your Mathematics class?: Access to Internet / other websites from the school

1 = "Never"
2 = "Sometimes"

3 = "Almost always"
4 = "Always"

ME21FREQ   How often do you use them in your Mathematics class?: Other Material 1

1 = "Never"
2 = "Sometimes"
3 = "Almost always"
4 = "Always"

ME22FREQ   How often do you use them in your Mathematics class?: Other Material 2

1 = "Never"
2 = "Sometimes"
3 = "Almost always"
4 = "Always"

ME01STAT   In what condition are these materials?: Mathematics Books from MINEDU

1 = "Bad"
2 = "Regular"
3 = "Good"

ME02STAT   In what condition are these materials?: Mathematics Books from another editorial

1 = "Bad"
2 = "Regular"
3 = "Good"

ME03STAT   In what condition are these materials?: Workbooks from MINEDU

1 = "Bad"
2 = "Regular"
3 = "Good"

ME04STAT   In what condition are these materials?: Workbooks from another editorial

1 = "Bad"
2 = "Regular"
3 = "Good"

ME05STAT   In what condition are these materials?: Self-instructional learning cards

1 = "Bad"
2 = "Regular"
3 = "Good"

ME06STAT   In what condition are these materials?: Abacus

1 = "Bad"
2 = "Regular"
3 = "Good"

ME07STAT   In what condition are these materials?: Tangram

1 = "Bad"
2 = "Regular"
3 = "Good"

ME08STAT   In what condition are these materials?: Scale

1 = "Bad"
2 = "Regular"
3 = "Good"

ME09STAT   In what condition are these materials?: Chronometer

1 = "Bad"
2 = "Regular"
3 = "Good"

ME10STAT   In what condition are these materials?: Calculator

1 = "Bad"
2 = "Regular"
3 = "Good"

ME11STAT   In what condition are these materials?: Laptop XO (from the program one laptop per child)

1 = "Bad"
2 = "Regular"
3 = "Good"

ME12STAT   In what condition are these materials?: Computer (Do not consider the Laptop XO)

1 = "Bad"
2 = "Regular"
3 = "Good"

ME13STAT   In what condition are these materials?: TV

1 = "Bad"
2 = "Regular"
3 = "Good"

ME14STAT   In what condition are these materials?: Projector

1 = "Bad"
2 = "Regular"
3 = "Good"

ME15STAT   In what condition are these materials?: VHS

1 = "Bad"
2 = "Regular"
3 = "Good"

ME16STAT   In what condition are these materials?: DVD

1 = "Bad"
2 = "Regular"
3 = "Good"

ME17STAT   In what condition are these materials?: CDs

1 = "Bad"
2 = "Regular"
3 = "Good"

ME18STAT   In what condition are these materials?: Recorders

1 = "Bad"

	2 = "Regular"
	3 = "Good"
ME19STAT	In what condition are these materials?: Access to the National Educational Site Perú Educa from the school
	1 = "Bad"
	2 = "Regular"
	3 = "Good"
ME20STAT	In what condition are these materials?: Access to Internet / other websites from the school
	1 = "Bad"
	2 = "Regular"
	3 = "Good"
ME21STAT	In what condition are these materials?: Other Material 1
	1 = "Bad"
	2 = "Regular"
	3 = "Good"
ME22STAT	In what condition are these materials?: Other Material 2
	1 = "Bad"
	2 = "Regular"
	3 = "Good"
M101PLAN	Did you develop or plan to develop that content? : Quantifiers: all, some, none
	1 = "Has not been developed and do not plan to develop it"
	2 = "It will be developed on what is left of the year"
	3 = "It's been developed already"
M102PLAN	Clasifying objects criteria: colors
	1 = "Has not been developed and do not plan to develop it"
	2 = "It will be developed on what is left of the year"
	3 = "It's been developed already"
M103PLAN	Object serialization
	1 = "Has not been developed and do not plan to develop it"
	2 = "It will be developed on what is left of the year"
	3 = "It's been developed already"
M104PLAN	Cardinal of a set
	1 = "Has not been developed and do not plan to develop it"
	2 = "It will be developed on what is left of the year"
	3 = "It's been developed already"
M105PLAN	Relations "more than", "less than", "as much as", in a set of objects
	1 = "Has not been developed and do not plan to develop it"
	2 = "It will be developed on what is left of the year"
	3 = "It's been developed already"
M106PLAN	Ordinal elements of a set
	1 = "Has not been developed and do not plan to develop it"

2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M107PLAN   Ordering up to two digit numbers

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M108PLAN   Place value of two digit numbers: ones, tens

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M109PLAN   Addends in a two digit number

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M110PLAN   Adding numbers: collect, aggregate, go forward

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M111PLAN   Adding tens

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M112PLAN   Subtracting numbers: disjoin, remove, go back

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M113PLAN   Subtracting up to two digit numbers without remaining

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M114PLAN   Combination of addition and subtraction operations

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M115PLAN   Equivalences and exchanges of S/. 1,00, S/. 2,00 y S/. 5,00 coins

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M116PLAN   Double, triple and half of a number less than 20

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M117PLAN	Graphic and numeric sequences. Money: equivalentes and swaps with coins

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M118PLAN	Additive patterns

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M119PLAN	Triangle, square, circle, cube, cylinder and sphere

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M120PLAN	Place and displacement of objects over the plane: right, left, ahead, behind, above, below, inside, outside, over, under

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M121PLAN	Location of an object relative to other

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M122PLAN	Lines and curves

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M123PLAN	Arbitrary units of length

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M124PLAN	Time references: before, during, after

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M125PLAN	Data tables

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M101HARD	With what intensity have you worked that content? : Quantifiers: all, some, none

1 = "Superficially"
2 = "In depth"

M102HARD	Clasifying objects criteria: colors

	1 = "Superficially"
	2 = "In depth"
M103HARD	Object serialization
	1 = "Superficially"
	2 = "In depth"
M104HARD	Cardinal of a set
	1 = "Superficially"
	2 = "In depth"
M105HARD	Relations "more than", "less than", "as much as", in a set of objects
	1 = "Superficially"
	2 = "In depth"
M106HARD	Ordinal elements of a set
	1 = "Superficially"
	2 = "In depth"
M107HARD	Ordering up to two digit numbers
	1 = "Superficially"
	2 = "In depth"
M108HARD	Place value of two digit numbers: ones, tens
	1 = "Superficially"
	2 = "In depth"
M109HARD	Addends in a two digit number
	1 = "Superficially"
	2 = "In depth"
M110HARD	Adding numbers: collect, aggregate, go forward
	1 = "Superficially"
	2 = "In depth"
M111HARD	Adding tens
	1 = "Superficially"
	2 = "In depth"
M112HARD	Subtracting numbers: disjoin, remove, go back
	1 = "Superficially"
	2 = "In depth"
M113HARD	Subtracting up to two digit numbers without remaining
	1 = "Superficially"
	2 = "In depth"
M114HARD	Combination of addition and subtraction operations
	1 = "Superficially"
	2 = "In depth"
M115HARD	Equivalences and exchanges of S/. 1,00, S/. 2,00 y S/. 5,00 coins
	1 = "Superficially"

2 = "In depth"

| M116HARD | Double, triple and half of a number less than 20 |

1 = "Superficially"
2 = "In depth"

| M117HARD | Graphic and numeric sequences. Money: equivalentes and swaps with coins |

1 = "Superficially"
2 = "In depth"

| M118HARD | Additive patterns |

1 = "Superficially"
2 = "In depth"

| M119HARD | Triangle, square, circle, cube, cylinder and sphere |

1 = "Superficially"
2 = "In depth"

| M120HARD | Place and displacement of objects over the plane: right, left, ahead, behind, above, below, inside, outside, over, under |

1 = "Superficially"
2 = "In depth"

| M121HARD | Location of an object relative to other |

1 = "Superficially"
2 = "In depth"

| M122HARD | Lines and curves |

1 = "Superficially"
2 = "In depth"

| M123HARD | Arbitrary units of length |

1 = "Superficially"
2 = "In depth"

| M124HARD | Time references: before, during, after |

1 = "Superficially"
2 = "In depth"

| M125HARD | Data tables |

1 = "Superficially"
2 = "In depth"

| M201PLAN | Did you develop or plan to develop that content? : Predecessor and successor of a two digit number |

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

| M202PLAN | Place value of digits in natural numbers up to three digits |

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M203PLAN Ordering up to three digit numbers

    1 = "Has not been developed and do not plan to develop it"
    2 = "It will be developed on what is left of the year"
    3 = "It's been developed already"

M204PLAN Additive patterns with natural numbers up to two digits

    1 = "Has not been developed and do not plan to develop it"
    2 = "It will be developed on what is left of the year"
    3 = "It's been developed already"

M205PLAN Commutative and associative properties of addition

    1 = "Has not been developed and do not plan to develop it"
    2 = "It will be developed on what is left of the year"
    3 = "It's been developed already"

M206PLAN Adding natural numbers up to three digits

    1 = "Has not been developed and do not plan to develop it"
    2 = "It will be developed on what is left of the year"
    3 = "It's been developed already"

M207PLAN Subtracting natural numbers up to three digits

    1 = "Has not been developed and do not plan to develop it"
    2 = "It will be developed on what is left of the year"
    3 = "It's been developed already"

M208PLAN Addends in a three digit number

    1 = "Has not been developed and do not plan to develop it"
    2 = "It will be developed on what is left of the year"
    3 = "It's been developed already"

M209PLAN Double, triple and half of a number up to two digits

    1 = "Has not been developed and do not plan to develop it"
    2 = "It will be developed on what is left of the year"
    3 = "It's been developed already"

M210PLAN Multiplication by successive additions

    1 = "Has not been developed and do not plan to develop it"
    2 = "It will be developed on what is left of the year"
    3 = "It's been developed already"

M211PLAN Finite sequences with 2; 5; 10 arithmetic rate

    1 = "Has not been developed and do not plan to develop it"
    2 = "It will be developed on what is left of the year"
    3 = "It's been developed already"

M212PLAN Equivalences and exchanges with national system's coins and bills

    1 = "Has not been developed and do not plan to develop it"
    2 = "It will be developed on what is left of the year"
    3 = "It's been developed already"

M213PLAN Vertex and sides of geometric figures: rectangle, square and circle

	1 = "Has not been developed and do not plan to develop it" 2 = "It will be developed on what is left of the year" 3 = "It's been developed already"
M214PLAN	Plane figures in the prism, cube and pyramid
	1 = "Has not been developed and do not plan to develop it" 2 = "It will be developed on what is left of the year" 3 = "It's been developed already"
M215PLAN	Composition of geometric figures
	1 = "Has not been developed and do not plan to develop it" 2 = "It will be developed on what is left of the year" 3 = "It's been developed already"
M216PLAN	Place and displacement of objects in reference axis
	1 = "Has not been developed and do not plan to develop it" 2 = "It will be developed on what is left of the year" 3 = "It's been developed already"
M217PLAN	Length of objects: centimeters and meters
	1 = "Has not been developed and do not plan to develop it" 2 = "It will be developed on what is left of the year" 3 = "It's been developed already"
M218PLAN	Arbitrary units on surface areas
	1 = "Has not been developed and do not plan to develop it" 2 = "It will be developed on what is left of the year" 3 = "It's been developed already"
M219PLAN	Time references: days, weeks, months
	1 = "Has not been developed and do not plan to develop it" 2 = "It will be developed on what is left of the year" 3 = "It's been developed already"
M220PLAN	Double entrance tabulates, tree diagram
	1 = "Has not been developed and do not plan to develop it" 2 = "It will be developed on what is left of the year" 3 = "It's been developed already"
M221PLAN	Bar char with simple data
	1 = "Has not been developed and do not plan to develop it" 2 = "It will be developed on what is left of the year" 3 = "It's been developed already"
M222PLAN	Occurrence of events: "always", "never", "sometimes"
	1 = "Has not been developed and do not plan to develop it" 2 = "It will be developed on what is left of the year" 3 = "It's been developed already"
M201HARD	With what intensity have you worked that content? : Predecessor and successor of a two digit number
	1 = "Superficially"

2 = "In depth"

M202HARD   Place value of digits in natural numbers up to three digits

1 = "Superficially"
2 = "In depth"

M203HARD   Ordering up to three digit numbers

1 = "Superficially"
2 = "In depth"

M204HARD   Additive patterns with natural numbers up to two digits

1 = "Superficially"
2 = "In depth"

M205HARD   Commutative and associative properties of addition

1 = "Superficially"
2 = "In depth"

M206HARD   Adding natural numbers up to three digits

1 = "Superficially"
2 = "In depth"

M207HARD   Subtracting natural numbers up to three digits

1 = "Superficially"
2 = "In depth"

M208HARD   Addends in a three digit number

1 = "Superficially"
2 = "In depth"

M209HARD   Double, triple and half of a number up to two digits

1 = "Superficially"
2 = "In depth"

M210HARD   Multiplication by successive additions

1 = "Superficially"
2 = "In depth"

M211HARD   Finite sequences with 2; 5; 10 arithmetic rate

1 = "Superficially"
2 = "In depth"

M212HARD   Equivalences and exchanges with national system's coins and bills

1 = "Superficially"
2 = "In depth"

M213HARD   Vertex and sides of geometric figures: rectangle, square and circle

1 = "Superficially"
2 = "In depth"

M214HARD   Plane figures in the prism, cube and pyramid

1 = "Superficially"
2 = "In depth"

M215HARD	Composition of geometric figures
	1 = "Superficially" 2 = "In depth"
M216HARD	Place and displacement of objects in reference axis
	1 = "Superficially" 2 = "In depth"
M217HARD	Length of objects: centimeters and meters
	1 = "Superficially" 2 = "In depth"
M218HARD	Arbitrary units on surface areas
	1 = "Superficially" 2 = "In depth"
M219HARD	Time references: days, weeks, months
	1 = "Superficially" 2 = "In depth"
M220HARD	Double entrance tabulates, tree diagram
	1 = "Superficially" 2 = "In depth"
M221HARD	Bar char with simple data
	1 = "Superficially" 2 = "In depth"
M222HARD	Occurrence of events: "always", "never", "sometimes"
	1 = "Superficially" 2 = "In depth"
M301PLAN	Did you develop or plan to develop that content? : Place value of numbers up to four digits
	1 = "Has not been developed and do not plan to develop it" 2 = "It will be developed on what is left of the year" 3 = "It's been developed already"
M302PLAN	Order relationship of natural numbers up to four digits
	1 = "Has not been developed and do not plan to develop it" 2 = "It will be developed on what is left of the year" 3 = "It's been developed already"
M303PLAN	Adding and subtracting numbers with results up to four digits
	1 = "Has not been developed and do not plan to develop it" 2 = "It will be developed on what is left of the year" 3 = "It's been developed already"
M304PLAN	Fractions of object sets and continuous quantities
	1 = "Has not been developed and do not plan to develop it" 2 = "It will be developed on what is left of the year" 3 = "It's been developed already"

M305PLAN   Usual fractions: 1/2; 1/4 y 1/8. Homogeneous fractions

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M306PLAN   Order relationship in homogeneous fractions

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M307PLAN   Equivalent fractions

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M308PLAN   Adding and subtracting homogeneous fractions

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M309PLAN   Multiplying a one digit number by 10

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M310PLAN   Multiplication of a two digit number by a one digit number

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M311PLAN   Double, triple, quadruple

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M312PLAN   Exact division meaning: repeating subtractions and sharing

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M313PLAN   Combination of addition, subtraction, multiplication and division operations with numbers up to two digits

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M314PLAN   Arithmetic rate sequences

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M315PLAN   Equivalence and money exchange (soles and cents) and bills up to S/. 200

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M316PLAN Geometric shapes

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M317PLAN Axis of symmetry of plane shapes

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M318PLAN Displacement of objects with axis, crossings, rows, columns, quadrants references

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M319PLAN Volume: Arbitrary units capacity. Geometric shapes surface areas in arbitrary units

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M320PLAN Basic geometric shapes perimeter: square, rectangle, triangle, in meters, centimeters, milimeters

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M321PLAN Time references: minutes, hours, days, weeks

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M322PLAN Double entrance tabulates, bar charts and pictograms

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M323PLAN Numeric and non numeric sequences: assured, likely and unlikely

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M301HARD With what intensity have you worked that content? : Place value of numbers up to four digits

1 = "Superficially"
2 = "In depth"

M302HARD Order relationship of natural numbers up to four digits

1 = "Superficially"

2 = "In depth"

M303HARD	Adding and subtracting numbers with results up to four digits

1 = "Superficially"
2 = "In depth"

M304HARD	Fractions of object sets and continuous quantities

1 = "Superficially"
2 = "In depth"

M305HARD	Usual fractions: 1/2; 1/4 y 1/8. Homogeneous fractions

1 = "Superficially"
2 = "In depth"

M306HARD	Order relationship in homogeneous fractions

1 = "Superficially"
2 = "In depth"

M307HARD	Equivalent fractions

1 = "Superficially"
2 = "In depth"

M308HARD	Adding and subtracting homogeneous fractions

1 = "Superficially"
2 = "In depth"

M309HARD	Multiplying a one digit number by 10

1 = "Superficially"
2 = "In depth"

M310HARD	Multiplication of a two digit number by a one digit number

1 = "Superficially"
2 = "In depth"

M311HARD	Double, triple, quadruple

1 = "Superficially"
2 = "In depth"

M312HARD	Exact division meaning: repeating subtractions and sharing

1 = "Superficially"
2 = "In depth"

M313HARD	Combination of addition, subtraction, multiplication and division operations with numbers up to two digits

1 = "Superficially"
2 = "In depth"

M314HARD	Arithmetic rate sequences

1 = "Superficially"
2 = "In depth"

M315HARD	Equivalence and money exchange (soles and cents) and bills up to S/. 200

1 = "Superficially"

	2 = "In depth"
M316HARD	Geometric shapes
	1 = "Superficially" 2 = "In depth"
M317HARD	Axis of symmetry of plane shapes
	1 = "Superficially" 2 = "In depth"
M318HARD	Displacement of objects with axis, crossings, rows, columns, quadrants references
	1 = "Superficially" 2 = "In depth"
M319HARD	Volume: Arbitrary units capacity. Geometric shapes surface areas in arbitrary units
	1 = "Superficially" 2 = "In depth"
M320HARD	Basic geometric shapes perimeter: square, rectangle, triangle, in meters, centimeters, milimeters
	1 = "Superficially" 2 = "In depth"
M321HARD	Time references: minutes, hours, days, weeks
	1 = "Superficially" 2 = "In depth"
M322HARD	Double entrance tabulates, bar charts and pictograms
	1 = "Superficially" 2 = "In depth"
M323HARD	Numeric and non numeric sequences: assured, likely and unlikely
	1 = "Superficially" 2 = "In depth"
M401PLAN	Did you develop or plan to develop that content? : Polynomial decomposition of a natural Lumber
	1 = "Has not been developed and do not plan to develop it" 2 = "It will be developed on what is left of the year" 3 = "It's been developed already"
M402PLAN	Decimal numbers with tenth proximity
	1 = "Has not been developed and do not plan to develop it" 2 = "It will be developed on what is left of the year" 3 = "It's been developed already"
M403PLAN	Natural number ordering up to four digits
	1 = "Has not been developed and do not plan to develop it" 2 = "It will be developed on what is left of the year" 3 = "It's been developed already"
M404PLAN	Combined operations with natural numbers
	1 = "Has not been developed and do not plan to develop it"

2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M405PLAN   Nearest number calculation proximity to ten, hundred or thousand

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M406PLAN   Division of numbers up to three digits

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M407PLAN   Equivalent fractions

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M408PLAN   Heterogeneous fractions

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M409PLAN   Combination of addition, subtraction, multiplication and division operations with numbers up to three digits

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M410PLAN   Addition and subtraction of tenths

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M411PLAN   Addition and subtraction of heterogeneous fractions with 2, 4, 5, 8, 10 divisors

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M412PLAN   Addition and subtraction of fractions and decimal numbers

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M413PLAN   Multiplication of a natural number by 10; 100

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M414PLAN   Sequences with natural numbers

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"

3 = "It's been developed already"

M415PLAN   Time references: seconds, minutes, hours, days, weeks

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M416PLAN   Equivalence and exchanges with coins and bills

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M417PLAN   Direct proportionality tables

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M418PLAN   Geometric shapes on the Cartesian plane

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M419PLAN   Intersecting and parallel lines

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M420PLAN   Angles: Flat, straight, obtuse, acute

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M421PLAN   Vertex, faces, edges, in the cube and polygonal base prism

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M422PLAN   Transformations over the plane: shapes symmetry with respect to an axis; translation of geometric shapes

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M423PLAN   Polygons: sides and angles

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M424PLAN   Liters and mililiters capacity

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M425PLAN	Measuring units: m., cm., mm.
	1 = "Has not been developed and do not plan to develop it" 2 = "It will be developed on what is left of the year" 3 = "It's been developed already"
M426PLAN	Units for measuring surfaces: cm. or mm
	1 = "Has not been developed and do not plan to develop it" 2 = "It will be developed on what is left of the year" 3 = "It's been developed already"
M427PLAN	Geometric shapes surfaces: square, rectangle and triangle
	1 = "Has not been developed and do not plan to develop it" 2 = "It will be developed on what is left of the year" 3 = "It's been developed already"
M428PLAN	Surface area and perimeter of a polygon
	1 = "Has not been developed and do not plan to develop it" 2 = "It will be developed on what is left of the year" 3 = "It's been developed already"
M429PLAN	Double Entrance tabulates
	1 = "Has not been developed and do not plan to develop it" 2 = "It will be developed on what is left of the year" 3 = "It's been developed already"
M430PLAN	Bar charts, pictograms and line charts
	1 = "Has not been developed and do not plan to develop it" 2 = "It will be developed on what is left of the year" 3 = "It's been developed already"
M431PLAN	Numeric and non numeric sequences: likely and unlikely
	1 = "Has not been developed and do not plan to develop it" 2 = "It will be developed on what is left of the year" 3 = "It's been developed already"
M401HARD	With what intensity have you worked that content?: Polynomial decomposition of a natural Lumber
	1 = "Superficially" 2 = "In depth"
M402HARD	Decimal numbers with tenth proximity
	1 = "Superficially" 2 = "In depth"
M403HARD	Natural number ordering up to four digits
	1 = "Superficially" 2 = "In depth"
M404HARD	Combined operations with natural numbers
	1 = "Superficially" 2 = "In depth"

M405HARD	Nearest number calculation proximity to ten, hundred or thousand
	1 = "Superficially" 2 = "In depth"
M406HARD	Division of numbers up to three digits
	1 = "Superficially" 2 = "In depth"
M407HARD	Equivalent fractions
	1 = "Superficially" 2 = "In depth"
M408HARD	Heterogeneous fractions
	1 = "Superficially" 2 = "In depth"
M409HARD	Combination of addition, subtraction, multiplication and division operations with numbers up to three digits
	1 = "Superficially" 2 = "In depth"
M410HARD	Addition and subtraction of tenths
	1 = "Superficially" 2 = "In depth"
M411HARD	Addition and subtraction of heterogeneous fractions with 2, 4, 5, 8, 10 divisors
	1 = "Superficially" 2 = "In depth"
M412HARD	Addition and subtraction of fractions and decimal numbers
	1 = "Superficially" 2 = "In depth"
M413HARD	Multiplication of a natural number by 10; 100
	1 = "Superficially" 2 = "In depth"
M414HARD	Sequences with natural numbers
	1 = "Superficially" 2 = "In depth"
M415HARD	Time references: seconds, minutes, hours, days, weeks
	1 = "Superficially" 2 = "In depth"
M416HARD	Equivalence and exchanges with coins and bills
	1 = "Superficially" 2 = "In depth"
M417HARD	Direct proportionality tables
	1 = "Superficially" 2 = "In depth"

M418HARD	Geometric shapes on the Cartesian plane
	1 = "Superficially"
	2 = "In depth"
M419HARD	Intersecting and parallel lines
	1 = "Superficially"
	2 = "In depth"
M420HARD	Angles: Flat, straight, obtuse, acute
	1 = "Superficially"
	2 = "In depth"
M421HARD	Vertex, faces, edges, in the cube and polygonal base prism
	1 = "Superficially"
	2 = "In depth"
M422HARD	Transformations over the plane: shapes symmetry with respect to an axis; translation of geometric shapes
	1 = "Superficially"
	2 = "In depth"
M423HARD	Polygons: sides and angles
	1 = "Superficially"
	2 = "In depth"
M424HARD	Liters and mililiters capacity
	1 = "Superficially"
	2 = "In depth"
M425HARD	Measuring units: m., cm., mm
	1 = "Superficially"
	2 = "In depth"
M426HARD	Units for measuring surfaces: cm. or mm.
	1 = "Superficially"
	2 = "In depth"
M427HARD	Geometric shapes surfaces: square, rectangle and triangle
	1 = "Superficially"
	2 = "In depth"
M428HARD	Surface area and perimeter of a polygon
	1 = "Superficially"
	2 = "In depth"
M429HARD	Double Entrance tabulates
	1 = "Superficially"
	2 = "In depth"
M430HARD	Bar charts, pictograms and line charts
	1 = "Superficially"
	2 = "In depth"

M431HARD   Numeric and non numeric sequences: likely and unlikely

1 = "Superficially"
2 = "In depth"

M501PLAN   Did you develop or plan to develop that content? : Commutative, associative and distributive properties in combined addition and subtraction operations.

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M502PLAN   Decimal numbers up to hundredths

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M503PLAN   Decimal expression of a fraction

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M504PLAN   Exact decimal numbers ordering up to hundredths and fractions divided by 10, 100

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M505PLAN   Combined operations with decimal results

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M506PLAN   Decimal numbers division up to hundredths

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M507PLAN   Combined operations of natural numbers and decimals

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M508PLAN   Additive and multiplicative patterns

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M509PLAN   Addition and subtraction of heterogeneous fractions

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M510PLAN   Fraction of fractions

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M511PLAN Recipient capacity in comercial units

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M512PLAN Natural number sequences with two formation criteria

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M513PLAN Directly and inversely proporcional quantities

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M514PLAN Direct proportionality criteria

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M515PLAN Equivalence and money exchange

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M516PLAN Triangles and quadrilaterals: Kinds

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M517PLAN Geometric shapes transformation: symmetry, translation, extension, reduction.

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M518PLAN Regular polygons. Regular base prisms.

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M519PLAN Angles in geometric shapes

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M520PLAN Polygons surfaces: trapezius, pentagon, hexágo

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"

3 = "It's been developed already"

M521PLAN Capacity: liters and mililiters

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M522PLAN Geometric shapes surfaces: square, rectangle and triangle

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M523PLAN Surface area and perimeter of a polygon

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M524PLAN Statistic graphics: bars, polygonal, circular

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M525PLAN Deterministic events

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M501HARD With what intensity have you worked that content? : Commutative, associative and distributive properties in combined addition and subtraction operations

1 = "Superficially"
2 = "In depth"

M502HARD Decimal numbers up to hundredths

1 = "Superficially"
2 = "In depth"

M503HARD Decimal expression of a fraction

1 = "Superficially"
2 = "In depth"

M504HARD Exact decimal numbers ordering up to hundredths and fractions divided by 10, 100

1 = "Superficially"
2 = "In depth"

M505HARD Combined operations with decimal results

1 = "Superficially"
2 = "In depth"

M506HARD Decimal numbers division up to hundredths

1 = "Superficially"
2 = "In depth"

M507HARD Combined operations of natural numbers and decimals

	1 = "Superficially"
	2 = "In depth"
M508HARD	Additive and multiplicative pattern
	1 = "Superficially"
	2 = "In depth"
M509HARD	Addition and subtraction of heterogeneous fractions.
	1 = "Superficially"
	2 = "In depth"
M510HARD	Fraction of fractions
	1 = "Superficially"
	2 = "In depth"
M511HARD	Recipient capacity in comercial units
	1 = "Superficially"
	2 = "In depth"
M512HARD	Natural number sequences with two formation criteria
	1 = "Superficially"
	2 = "In depth"
M513HARD	Directly and inversely proporcional quantities
	1 = "Superficially"
	2 = "In depth"
M514HARD	Direct proportionality criteria
	1 = "Superficially"
	2 = "In depth"
M515HARD	Equivalence and money exchange
	1 = "Superficially"
	2 = "In depth"
M516HARD	Triangles and quadrilaterals: Kinds
	1 = "Superficially"
	2 = "In depth"
M517HARD	Geometric shapes transformation: symmetry, translation, extension, reduction.
	1 = "Superficially"
	2 = "In depth"
M518HARD	Regular polygons. Regular base prisms
	1 = "Superficially"
	2 = "In depth"
M519HARD	Angles in geometric shapes
	1 = "Superficially"
	2 = "In depth"
M520HARD	Polygons surfaces: trapezius, pentagon, hexágo
	1 = "Superficially"

	2 = "In depth"
M521HARD	Capacity: liters and mililiters

1 = "Superficially"
2 = "In depth"

| M522HARD | Geometric shapes surfaces: square, rectangle and triangle |

1 = "Superficially"
2 = "In depth"

| M523HARD | Surface area and perimeter of a polygon |

1 = "Superficially"
2 = "In depth"

| M524HARD | Statistic graphics: bars, polygonal, circular |

1 = "Superficially"
2 = "In depth"

| M525HARD | Deterministic events |

1 = "Superficially"
2 = "In depth"

| M601PLAN | Did you develop or plan to develop that content? : Natural and decimal number sequences |

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

| M602PLAN | Direct and inverse proportionality |

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

| M603PLAN | Linear graphics |

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

| M604PLAN | Equivalences and money exchange |

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

| M605PLAN | Place value of decimal numbers |

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

| M606PLAN | Order relationship between natural numbers, fractions and exact decimals |

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M607PLAN   Decimals in the number line

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M608PLAN   Addition, subtraction, multiplication and division of decimals

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M609PLAN   Addition, subtraction, multiplication and division of fractions

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M610PLAN   Combined operations with natural numbers, decimals and fractions

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M611PLAN   Multipliers and divisors of numbers

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M612PLAN   Gratest Common Divisor (GCD)

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M613PLAN   Least Common Multiple (LCM)

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M614PLAN   Prime factors of a number

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M615PLAN   Proportionality application in: money exchange, taxes, interests

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M616PLAN   Decimals framework

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M617PLAN   Square power of a number less than 50

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M618PLAN   Cube power of a number less than 50

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M619PLAN   Angles

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M620PLAN   Rotation of 90° and 180° of geometric shapes

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M621PLAN   Translation and rotation of geometric shapes

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M622PLAN   Simple regular and compound polygons surface area

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M623PLAN   Circle and circumference

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M624PLAN   Lateral and total surface area of prisms.

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M625PLAN   Lateral and total surface area of polyhedrons

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M626PLAN   Volume of solids in arbitrary units of length

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M627PLAN   Tables and statistic graphics

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"

3 = "It's been developed already"

M628PLAN   Absolute frequency

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M629PLAN   Arithmetic mean and mode.

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M630PLAN   Likelihood of an event in a random experiment

1 = "Has not been developed and do not plan to develop it"
2 = "It will be developed on what is left of the year"
3 = "It's been developed already"

M601HARD   With what intensity have you worked that content? : Natural and decimal number sequences

1 = "Superficially"
2 = "In depth"

M602HARD   Direct and inverse proportionality

1 = "Superficially"
2 = "In depth"

M603HARD   Linear graphics

1 = "Superficially"
2 = "In depth"

M604HARD   Equivalences and money exchange

1 = "Superficially"
2 = "In depth"

M605HARD   Place value of decimal numbers

1 = "Superficially"
2 = "In depth"

M606HARD   Order relationship between natural numbers, fractions and exact decimals

1 = "Superficially"
2 = "In depth"

M607HARD   Decimals in the number line

1 = "Superficially"
2 = "In depth"

M608HARD   Addition, subtraction, multiplication and division of decimals

1 = "Superficially"
2 = "In depth"

M609HARD   Addition, subtraction, multiplication and division of fractions

1 = "Superficially"
2 = "In depth"

M610HARD	Combined operations with natural numbers, decimals and fractions
M611HARD	1 = "Superficially" 2 = "In depth" Multipliers and divisors of numbers
M612HARD	1 = "Superficially" 2 = "In depth" Gratest Common Divisor (GCD)
M613HARD	1 = "Superficially" 2 = "In depth" Least Common Multiple (LCM)
M614HARD	1 = "Superficially" 2 = "In depth" Prime factors of a number
M615HARD	1 = "Superficially" 2 = "In depth" Proportionality application in: money exchange, taxes, interests
M616HARD	1 = "Superficially" 2 = "In depth" Decimals framework
M617HARD	1 = "Superficially" 2 = "In depth" Square power of a number less than 50
M618HARD	1 = "Superficially" 2 = "In depth" Cube power of a number less than 50
M619HARD	1 = "Superficially" 2 = "In depth" Angles
M620HARD	1 = "Superficially" 2 = "In depth" Rotation of 90° and 180° of geometric shapes
M621HARD	1 = "Superficially" 2 = "In depth" Translation and rotation of geometric shapes
M622HARD	1 = "Superficially" 2 = "In depth" Simple regular and compound polygons surface area
M623HARD	1 = "Superficially" 2 = "In depth" Circle and circumference

	1 = "Superficially"
	2 = "In depth"
M624HARD	Lateral and total surface area of prisms

	1 = "Superficially"
	2 = "In depth"
M625HARD	Lateral and total surface area of polyhedrons

	1 = "Superficially"
	2 = "In depth"
M626HARD	Volume of solids in arbitrary units of length

	1 = "Superficially"
	2 = "In depth"
M627HARD	Tables and statistic graphics

	1 = "Superficially"
	2 = "In depth"
M628HARD	Absolute frequency

	1 = "Superficially"
	2 = "In depth"
M629HARD	Arithmetic mean and mode

	1 = "Superficially"
	2 = "In depth"
M630HARD	Likelihood of an event in a random experiment

1 = "Superficially"
2 = "In depth"

PE_SCH_PrincipalQuestionnaire

TEACHPK   Composite primary key - SCHLID+TURNOIE+AULA+TEACHID

SCHLID   School code

TURNOIE   School Shift

1 = "Morning"
2 = "Afternoon"
3 = "Morning and afternoon"

AULA   Will be 88 for the headmaster

TEACHID   Headmaster code

RESPOND   Who answer the questionnaire?

1 = "Headmaster"
2 = "Deputy Headmaster"
3 = "Other (specify)"

DINTDAY	Date of application: Day
DINTMTH	Date of application: Month
DINTYEAR	Date of application: Year
DINT	Date of application
FLDSTTM	At what time did you start the questionnaire?
FLDENTM	At what time did you finish the questionnaire?
PRNAGE	How old are you?
PRNSEX	Gender

1 = "Male"
2 = "Female"

PRNLANG	What is your Mother tongue?

1 = "Spanish"
2 = "Quechua"
3 = "Aimara"
4 = "Native language of the jungle (specify)"
5 = "Spanish & Quechua"
6 = "Spanish & Aimara"
7 = "Spanish & Native language of the jungle (specify)"
8 = "Other (specify)"

HABLOTLN	Which other languages do you speak?

0 = "No"

1 = "Yes"

PRNCAST	Spanish

0 = "No"

1 = "Yes"

PRNQUEC	Quechua

0 = "No"

1 = "Yes"

PRNAIMA	Aimara

0 = "No"

1 = "Yes"

PRNSELV	Native Language of the jungle

	0 = "No"	
	1 = "Yes"	
PRNOTRO	Other	

0 = "No"

1 = "Yes"

PRNNACIO   Where were you born?

1 = "In the same District where the school is located"
2 = "In other District of the same Province where the school is located"
3 = "In other Province of the Department where the school is located"
4 = "In other Department (specify)"
5 = "Other (specify)"

PRNRESID   Where do you live from Monday to Friday?

1 = "In the same District where the school is located"
2 = "In other District of the same Province where the school is located"
3 = "In other Province of the Department where the school is located"
4 = "In other Department (specify)"
5 = "Other (specify)"

PRNDIST   From Monday to Friday, how long do you take to arrive to the school?

1 = "Less than 5 minutes"
2 = "Between 5 and less than 30 minutes"
3 = "Between 30 minutes and less than 1 hour"
4 = "Between 1 hour and less than 2 hours"
5 = "2 hours or more"

PRNEDUC   Which is the highest level of education you have reached?

1 = "Incomplete Secondary Education or less"
2 = "Complete Secondary Education"
3 = "Incomplete Tertiary Education (technician, pedagogical or university)"
4 = "Complete Tertiary education (technician, pedagogical or university)"
5 = "Postgraduate (of at least one year of study)"

PRNDOCT   Did you study to become a teacher?

0 = "No"

1 = "Yes"

PRNFORMO   You studied to be a teacher of

1 = "Pre-School Education"
2 = "Primary Education"
3 = "Intercultural Bilingual Primary Education"
4 = "Secondary Education, specializing in"
5 = "Other (specify)"

PRNMAXI   Which is the maximum degree or grade level you reached?

1 = "Graduated from Pedagogical Institute (Higher Education)"

2 = "Bachelor (graduated in Education from a University)"
3 = "Licensed in Education from an Institute"
4 = "Licensed in Education from a University"
5 = "Did not finish your studies to become a teacher"

PRNPRIM How many years of experience do you have in Regular Basic Education?

PRNDIRCT How many years of experience do you have as Headmaster?

PRNDIRIE How many years of experience do you have as Headmaster in this school?

PRNTRAIN Have you received training over 20 hours each, related to management and pedagogical aspects of teaching in the last two years (2010-2011)?

0 = "No"

1 = "Yes"

CONCPUB Have you participated in any public evaluation to join the Teachers Professional Career?

0 = "No"

1 = "Yes"

INGCPM Did you enter the Teachers Professional Career?

0 = "No"

1 = "Yes"

CPMING To which level of the Teachers Professional Career did you enter?

1 = "First (I) Magisterial Level"
2 = "Second (II) Magisterial Level"
3 = "Third (III) Magisterial Level"
4 = "Fourth (IV) Magisterial Level"
5 = "Fifth (V) Magisterial Level"

CPMSENC Which is your current level in the Teachers Professional Career?

1 = "First (I) Magisterial Level"
2 = "Second (II) Magisterial Level"
3 = "Third (III) Magisterial Level"
4 = "Fourth (IV) Magisterial Level"
5 = "Fifth (V) Magisterial Level"

CPMLAB In which area of the Teachers Professional Career are you working now?

1 = "Pedagogical Management"
2 = "Institutional Management"
3 = "Research"

SCHTYPE What type of school is this?

1 = "Public"
2 = "Private"

PENSMENS What is the monthly tuition of the school? (In Nuevos Soles)

OFBECESC Does the school offer scholarships?

0 = "No"

1 = "Yes"

PERCOMP | This year, what is the approximate percentage of students with full scholarships in the school?

PERPARC | This year, what is the approximate percentage of students with partial scholarships in the school?

SCHSEX | This school is

1 = "Boys only"
2 = "Girls only"
3 = "Co-Ed"

SCHRELIG | What is the religious confession of the school?

1 = "None"
2 = "Catholic"
3 = "Evangelical"
4 = "Adventist"
5 = "Mormon"
6 = "Jehovah's Witness"
7 = "New World Jewish Mission"
8 = "Other (Specify)"

SCHINIC | Does the school attend this level? Pre-school

0 = "No"

1 = "Yes"

SCHPRIM | Does the school attend this level? Primary

0 = "No"

1 = "Yes"

SCHSEC | Does the school attend this level? Secondary

0 = "No"

1 = "Yes"

TURNINIC | In which shifts? Pre-school

1 = "Morning"
2 = "Afternoon"
3 = "Night"
4 = "Morning and afternoon"
5 = "Other (specify)"

TURNPRIM | In which shifts? Primary

1 = "Morning"

2 = "Afternoon"
3 = "Night"
4 = "Morning and afternoon"
5 = "Other (specify)"

TURNSEC   In which shifts? Secondary

1 = "Morning"
2 = "Afternoon"
3 = "Night"
4 = "Morning and afternoon"
5 = "Other (specify)"

PRNTURN   For what shift are you the headmaster?

1 = "Morning"
2 = "Afternoon"
3 = "Night"
4 = "Morning and afternoon"
5 = "Other (specify)"

SCHMLGR   Your school is Multigrade

1 = "One classroom school (There's only one class and one teacher for all the school)"
2 = "Multigrade school"
3 = "Full grade school"

AULA0101   Indicate which grades are permanently together in one classroom : Class 1 First Grade

0 = "No"

1 = "Yes"

AULA0102   Class 1 Second Grade

0 = "No"

1 = "Yes"

AULA0103   Class 1 Third Grade

0 = "No"

1 = "Yes"

AULA0104   Class 1 Fourth Grade

0 = "No"

1 = "Yes"

AULA0105   Class 1 Fifth Grade

0 = "No"

1 = "Yes"

AULA0106	Class 1 Sixth Grade
	0 = "No"
	1 = "Yes"
AULA0201	Class 2 First Grade
	0 = "No"
	1 = "Yes"
AULA0202	Class 2 Second Grade
	0 = "No"
	1 = "Yes"
AULA0203	Class 2 Third Grade
	0 = "No"
	1 = "Yes"
AULA0204	Class 2 Fourth Grade
	0 = "No"
	1 = "Yes"
AULA0205	Class 2 Fifth Grade
	0 = "No"
	1 = "Yes"
AULA0206	Class 2 Sixth Grade
	0 = "No"
	1 = "Yes"
AULA0301	Class 3 First Grade
	0 = "No"
	1 = "Yes"
AULA0302	Class 3 Second Grade
	0 = "No"
	1 = "Yes"
AULA0303	Class 3 Third Grade
	0 = "No"
	1 = "Yes"
AULA0304	Class 3 Fourth Grade
	0 = "No"

	1 = "Yes"
AULA0305	Class 3 Fifth Grade
	0 = "No"
	1 = "Yes"
AULA0306	Class 3 Sixth Grade
	0 = "No"
	1 = "Yes"
AULA0401	Class 4 First Grade
	0 = "No"
	1 = "Yes"
AULA0402	Class 4 Second Grade
	0 = "No"
	1 = "Yes"
AULA0403	Class 4 Third Grade
	0 = "No"
	1 = "Yes"
AULA0404	Class 4 Fourth Grade
	0 = "No"
	1 = "Yes"
AULA0405	Class 4 Fifth Grade
	0 = "No"
	1 = "Yes"
AULA0406	Class 4 Sixth Grade
	0 = "No"
	1 = "Yes"
AULA0501	Class 5 First Grade
	0 = "No"
	1 = "Yes"
AULA0502	Class 5 Second Grade
	0 = "No"
	1 = "Yes"
AULA0503	Class 5 Third Grade

	0 = "No"
	1 = "Yes"
AULA0504	Class 5 Fourth Grade
	0 = "No"
	1 = "Yes"
AULA0505	Class 5 Fifth Grade
	0 = "No"
	1 = "Yes"
AULA0506	Class 5 Sixth Grade
	0 = "No"
	1 = "Yes"
SECCPRIM	In primary, how many classes (sections) per grade does the school have in this shift? First grade
SECCSEGN	In primary, how many classes (sections) per grade does the school have in this shift?Second grade
SECCTERC	In primary, how many classes (sections) per grade does the school have in this shift?Third grade
SECCCUAR	In primary, how many classes (sections) per grade does the school have in this shift?Fourth grade
SECCQUIN	In primary, how many classes (sections) per grade does the school have in this shift?Fifth grade
SECCSEXT	In primary, how many classes (sections) per grade does the school have in this shift?Sixth grade
ALUMPRIM	In primary, how many students per grade does the school have in this shift?First grade
ALUMSEGN	In primary, how many students per grade does the school have in this shift?Second grade
ALUMTERC	In primary, how many students per grade does the school have in this shift?Third grade
ALUMCUAR	In primary, how many students per grade does the school have in this shift?Fourth grade
ALUMQUIN	In primary, how many students per grade does the school have in this shift?Fifth grade
ALUMSEXT	In primary, how many students per grade does the school have in this shift?Sixth grade

TOTDOCT	In primary, how many teachers are there in total? (Do not consider auxiliary teachers. If you are a teacher please include yourself)
SINOPSIC	Does the school have this staff? : Psychologists
	0 = "No"
	1 = "Yes"
SINOENFE	Does the school have this staff? : Nurses
	0 = "No"
	1 = "Yes"
SINOAUX	Does the school have this staff? : Teachers' aids
	0 = "No"
	1 = "Yes"
SINODCCM	Does the school have this staff? : Person in charge of the computer lab
	0 = "No"
	1 = "Yes"
SINOBIBL	Does the school have this staff? : Librarian(s)
	0 = "No"
	1 = "Yes"
SINOADM	Does the school have this staff? : Administrative Personnel (secretaries, custodians)
	0 = "No"
	1 = "Yes"
SINOOTRO	Does the school have this staff? : Other
	0 = "No"
	1 = "Yes"
CUANPSIC	How many are there?: Psychologists
CUANENFE	How many are there?: Nurses
CUANAUX	How many are there?: Teachers' aids
CUANDCCM	How many are there?: Person in charge of the computer lab
CUANBIBL	How many are there?: Librarian(s)
CUANADM	How many are there?: Administrative Personnel (secretaries, custodians)
CUANOTRO	How many are there?: Other
MINHORA	In this school, how long does the pedagogical hour last?
HORAPRIM	How many pedagogical hours do you have per day?

SEMANO	In the current academic year, how many class weeks are there in total in your school? Consider the ones that have already passed and the ones to come
FERIADOS	In the current academic year, how many holidays are there in your school? Consider the ones that have already passed and the ones to come
HLPPUBIN	Indicate if in the current year your school has received support from the following institutions: Public Institutions. Do not consider the Ministry of Education (MINEDU) 0 = "No" 1 = "Yes"
HLPPRVIN	Indicate if in the current year your school has received support from the following institutions: Private institutions such as NGOs, churches, foundations, etc. 0 = "No" 1 = "Yes"
SCHFLOOR	What material predominates in the floor of the classrooms of this school? 1 = "Parquet or polished wood" 2 = "Tile, terrazzo or similar" 3 = "Cement" 4 = "Timber (board or plank)" 5 = "Asphalt sheeting, vinyl or similar" 6 = "Cane" 7 = "Ground or sand" 8 = "Other (specify)"
SCHROOF	What material predominates in the roof of the classrooms of this school? 1 = "Reinforced concrete or cement and brick" 2 = "Calamine, Eternit, plywood or similar boards" 3 = "Cane or thatch" 4 = "Wood" 5 = "Tile" 6 = "Straw or palm leaves" 7 = "Mats" 8 = "Other (specify)"
SCHWALL	What material predominates in the wall of the classrooms of this school? 1 = "Brick or concrete block" 2 = "Adobe or fence" 3 = "Stone with mud" 4 = "Mud or reed thatch" 5 = "Prefabricated board (such as Eternit, fiber concrete, plywood)" 6 = "Drywall"

	7 = "Wood or table"
	8 = "Mats"
	9 = "Other (specify)"
SCHELEC	Does the school have the following services? Electricity
	0 = "No"
	1 = "Yes"
SCHPHONE	Does the school have the following services? Phone
	0 = "No"
	1 = "Yes"
SCHINTNT	Does the school have the following services? Internet Connection
	0 = "No"
	1 = "Yes"
SCHWATER	What is the main source of water used by the school?
	1 = "Public network (drinking water)"
	2 = "Pilon for public use"
	3 = "Tank truck or other similar"
	4 = "Water well"
	5 = "Sping/ river/ canal/ lake"
	6 = "Not have"
	7 = "Other (specify)"
WATRMTOF	Does the school have access to water from Monday to Friday?
	0 = "No"
	1 = "Yes"
SCHTOIL	Toilets or latrines at the school are connected to
	1 = "Public network of sewer"
	2 = "Black cesspool or treatment with lime, ashes or other disintegrating"
	3 = "Black cesspool or treatment without lime"
	4 = "River, ditch or canal"
	5 = "No service"
	7 = "Other (specify)"
SCHLIB	Does the school have the following areas and environment? School Library
	0 = "No"
	1 = "Yes"
USELIB	Do primary students use those areas and environments at least once a week? School Library

0 = "No"

1 = "Yes"

SCHTRC   Does the school have the following areas and environment? Technology Resource Center (TRC) / Classroom of Innovation

0 = "No"

1 = "Yes"

USETRC   Do primary students use those areas and environments at least once a week? Technology Resource Center (TRC) / Classroom of Innovation

0 = "No"

1 = "Yes"

SCHLAB   Does the school have the following areas and environment? Laboratories

0 = "No"

1 = "Yes"

USELAB   Do primary students use those areas and environments at least once a week? Laboratories

0 = "No"

1 = "Yes"

SCHSPRT   Does the school have the following areas and environment? Sports Slab

0 = "No"

1 = "Yes"

USESPRT   Do primary students use those areas and environments at least once a week? Sports Slab

0 = "No"

1 = "Yes"

SCHSTRM   Does the school have the following areas and environment? Staffroom

0 = "No"

1 = "Yes"

SCHOFDIR   Does the school have the following areas and environment? Headmaster's office

0 = "No"

1 = "Yes"

SCHPLAY   Does the school have the following areas and environment? Slab Playground

0 = "No"

1 = "Yes"

USEPLAY	Do primary students use those areas and environments at least once a week? Slab Playground
	0 = "No"
	1 = "Yes"
SCHDINE	Does the school have the following areas and environment? Dining Hall
	0 = "No"
	1 = "Yes"
USEDINE	Do primary students use those areas and environments at least once a week? Dining Hall
	0 = "No"
	1 = "Yes"
SCHKTCH	Does the school have the following areas and environment? Kitchen or cooking environment
	0 = "No"
	1 = "Yes"
SCHAUD	Does the school have the following areas and environment? Auditorium
	0 = "No"
	1 = "Yes"
USEAUD	Do primary students use those areas and environments at least once a week? Auditorium
	0 = "No"
	1 = "Yes"
SCHGYM	Does the school have the following areas and environment? Coliseum or Gymnasium
	0 = "No"
	1 = "Yes"
USEGYM	Do primary students use those areas and environments at least once a week? Coliseum or Gymnasium
	0 = "No"
	1 = "Yes"
SCHNRSY	Does the school have the following areas and environment? School Orchard or nursery
	0 = "No"
	1 = "Yes"

USENRSY	Do primary students use those areas and environments at least once a week? School Orchard or nursery
	0 = "No"
	1 = "Yes"
SCHMEDIC	Does the school have the following areas and environment? Nursery
	0 = "No"
	1 = "Yes"
SCHCSERV	Does the school have the following areas and environment? Counseling Services
	0 = "No"
	1 = "Yes"
SCHART	Does the school have the following areas and environment? Art room and / or music
	0 = "No"
	1 = "Yes"
USEART	Do primary students use those areas and environments at least once a week? Art room and / or music
	0 = "No"
	1 = "Yes"
TCHROOM	In the school, how many rooms are used only as classrooms?
CLNHALL	How often are the following school areas / environments cleaned? Classrooms
	1 = "Twice or more per day"
	2 = "Once per day"
	3 = "Two or three times a week"
	4 = "Once a week or less"
CLNTOIL	How often are the following school areas / environments cleaned? Toilets
	1 = "Twice or more per day"
	2 = "Once per day"
	3 = "Two or three times a week"
	4 = "Once a week or less"
CLNPLAY	How often are the following school areas / environments cleaned? Playground
	1 = "Twice or more per day"
	2 = "Once per day"
	3 = "Two or three times a week"
	4 = "Once a week or less"
CLNOFDIR	How often are the following school areas / environments cleaned? Headmaster's office
	1 = "Twice or more per day"
	2 = "Once per day"

	3 = "Two or three times a week"
	4 = "Once a week or less"
CLNSTRM	How often are the following school areas / environments cleaned? Staffroom
	1 = "Twice or more per day"
	2 = "Once per day"
	3 = "Two or three times a week"
	4 = "Once a week or less"
HORAENTR	At what time does the school start?
HORASALI	At what time does the school end?
HORAINPR	At what time does the first recess start?
HORATMPR	At what time does the first recess end?
SEGREC	Is there a second recess in the school?
	0 = "No"
	1 = "Yes"
HORAINSR	At what time does the second recess start?
HORATMSR	At what time does the second recess end?
BRKFAST	Does your school offer a school breakfast program?
	0 = "No"
	1 = "Yes"
BRKFEAT	Does the school breakfast is eaten at school?
	0 = "No"
	1 = "Yes"
HORAINDE	At what time does the school breakfast start?
HORATMDE	At what time does the school breakfast end?
HOWBRKF	How does the school breakfast is given to the child?
	1 = "Raw"
	2 = "Cooked"
	3 = "sometimes raw, sometimes cooked"
LUNCH	Does your school offer a school lunch program?
	0 = "No"
	1 = "Yes, offered by the school"
	2 = "Yes, offered by PRONAA's school breakfast program"
	3 = "Yes, offered by another institución (specify)"
LNCHEAT	Does the school lunch is eaten at school?
	0 = "No"
	1 = "Yes"

HORAINAE	What time does the school lunch start?
HORATMAE	What time does the school lunch end?
HOWLUNCH	How does the school lunch is given to the child?

1 = "Raw"
2 = "Cooked"
3 = "sometimes raw, sometimes cooked"

FALTIE30	In the last thirty (30) days, did you have to be absent from school?

0 = "No"

1 = "Yes"

DIASFALT	How many days were you absent?
MOTIFALT	What was the main reason for that/those absence(s)?

1 = "Medical condition or disease"
2 = "Distance from school"
3 = "Bad weather"
4 = "Carry out administrative proceedings for the school"
5 = "Personal reasons"
6 = "Others (specify)"

DOCFAL30	In the last thirty (30) days, did any teacher have to be absent from school?

0 = "No"

1 = "Yes"

TMEDIC	Which of the following are the most frequent reasons for these absences? : Medical condition or disease

0 = "No"

1 = "Yes"

TLEJANIA	Which of the following are the most frequent reasons for these absences? : Distance from school

0 = "No"

1 = "Yes"

TMALCLIM	Which of the following are the most frequent reasons for these absences? : Bad weather

0 = "No"

1 = "Yes"

TADMIN	Which of the following are the most frequent reasons for these absences? : Carry out administrative proceedings for the school

0 = "No"

1 = "Yes"

TPERSON | Which of the following are the most frequent reasons for these absences? : Personal reasons

0 = "No"

1 = "Yes"

TOTROS | Which of the following are the most frequent reasons for these absences? : Others

0 = "No"

1 = "Yes"

ESTFAL30 | In the last thirty (30) days, did the students have to be absent from school?

0 = "No"

1 = "Yes"

EMEDIC | Which of the following are the most frequent reasons for these absences? Medical condition or disease

0 = "No"

1 = "Yes"

ELEJANIA | Which of the following are the most frequent reasons for these absences? Distance from school

0 = "No"

1 = "Yes"

ETRABAJO | Which of the following are the most frequent reasons for these absences? Work

0 = "No"

1 = "Yes"

EMALCLIM | Which of the following are the most frequent reasons for these absences? Bad weather

0 = "No"

1 = "Yes"

EAYUDCAS | Which of the following are the most frequent reasons for these absences? Helping at home

0 = "No"

1 = "Yes"

EVIAJAR | Which of the following are the most frequent reasons for these absences? Traveling

0 = "No"

1 = "Yes"

EINTERST   Which of the following are the most frequent reasons for these absences? Lack of interest in school

0 = "No"

1 = "Yes"

EOTROS   Which of the following are the most frequent reasons for these absences? Others

0 = "No"

1 = "Yes"

ESTLATE   When students arrive late to school, are the delays registered somewhere?

0 = "No"

1 = "Yes"

LATEIMPL   Are there any consequences when students arrive late?

1 = "Anything"
2 = "Lose an hour of class"
3 = "Lose the whole classes"
4 = "Other (specify)"

INGPDPMP   In this school, are there more applicants than openings for primary level?

0 = "No"

1 = "Yes"

POSTADMT   In this school, does all children who apply for primary level are admitted?

0 = "No"

1 = "Yes"

CRTLOCA   In this school, which of the following are criteria for admitting students to primary level? Location

0 = "No"

1 = "Yes"

CRTETH   In this school, which of the following are criteria for admitting students to primary level?   Ethnicity

0 = "No"

1 = "Yes"

CRTSEX   In this school, which of the following are criteria for admitting students to primary level? Children's gender

0 = "No"

1 = "Yes"

CRTPADRE In this school, which of the following are criteria for admitting students to primary level? Purchasing power of the parents

0 = "No"

1 = "Yes"

CRTTEST In this school, which of the following are criteria for admitting students to primary level? Entrance test

0 = "No"

1 = "Yes"

CRTINIC In this school, which of the following are criteria for admitting students to primary level? That the child has completed pre-school

0 = "No"

1 = "Yes"

CRTSIBS In this school, which of the following are criteria for admitting students to primary level? That the child has older siblings studying in the school

0 = "No"

1 = "Yes"

CRTNOTES In this school, which of the following are criteria for admitting students to primary level? Grades from previous years

0 = "No"

1 = "Yes"

CRTOTRO In this school, which of the following are criteria for admitting students to primary level? Other

0 = "No"

1 = "Yes"

MASSECC In your school, is there any grade with more than one section/class?

0 = "No"

1 = "Yes"

CRITSECC In this school, what is the main criterion for assigning students to different sections?

1 = "Randomly"
2 = "According to performance in some courses"
3 = "According to performance in all the courses"
4 = "By age"
5 = "By gender"
6 = "By the children's behavior"
7 = "Others (specify)"

CRITTCH In this school. What is the main criterion for assigning teachers in sections with students with better performance?

1 = "Randomly"
2 = "According to performance in some courses"
3 = "According to performance in all the courses"
4 = "By age"
5 = "By gender"
6 = "By the children's behavior"
7 = "Others (specify)"

DOCMTGS In your school, do you usually schedule meetings with the teachers?

0 = "No"

1 = "Yes"

FRQMTG How often are these meetings held?

1 = "Twice or more times a week"
2 = "Once a week"
3 = "Once every 15 days"
4 = "Once a month"
5 = "Once every three months"
6 = "Once each semester"
7 = "Once a year"
8 = "Others (specify)"

PPFFECON Are they involved giving extraordinary economic contributions to the school? (Do not consider the payment of school fees or dues to the APAFA)

0 = "No"

1 = "Yes"

PFMATER In which of the following items parents give extraordinary economic contributions? : Economic contributions for school or class materials

0 = "No"

1 = "Yes"

PFTRAVEL Economic contributions for students' trips

0 = "No"

1 = "Yes"

PFRENOV Economic contributions for repairing the school

0 = "No"

1 = "Yes"

PFADCLS Economic contributions to pay for extra classes

0 = "No"

1 = "Yes"

PFADSTFF   Economic contributions to hire additional staff (eg, psychologist, nurse, etc.).

0 = "No"

1 = "Yes"

PFOTHER   Other

0 = "No"

1 = "Yes"

WORKFURB   Do they participate by offering their work to renovate the school?

0 = "No"

1 = "Yes"

ORGFUND   Do they participate by organizing activities to raise funds for the school?

0 = "No"

1 = "Yes"

PFCONTRB   Is there another way in which parents contribute to the school? (Do not consider the payment of school fees or dues to the APAFA):

0 = "No"

1 = "Yes"

NETWORK   Does your school participate in a network that brings together teachers from different institutions from the locality?

0 = "No"

1 = "Yes"

FRQNTWRK   How often does the network meet?

1 = "Twice or more times a week"
2 = "Once a week"
3 = "Once every 15 days"
4 = "Once a month"
5 = "Once every three months"
6 = "Once each semester"
7 = "Once a year"
8 = "Others (specify)"

HAAPAFA   In your school, is there a Parents' Association (APAFA)?

0 = "No"

1 = "Yes"

FRAPAFA	How often does the board of the APAFA meet?

1 = "Once a week"
2 = "Once each 15 days"
3 = "Once a months"
4 = "Once every three months"
5 = "Once every semester"
6 = "Once a year"
7 = "They never have met"
8 = "Met only once to its conformation"
9 = "Meets only in emergencies"

PAGOANN	What is the annual payment per student for the APAFA? (In Nuevos Soles)
PPFFPERC	Approximately, what percentage of parents pays the annual amount to the APAFA?
NOPAYPF	What consequences are there for parents who do not pay the annual amount for the APAFA?

1 = "None"
2 = "Do not allow the participation of parents or students in the activities organized by the APAFA"
3 = "They don't receive the grades card at end of the year"
4 = "Enrollment is not permitted in the following year"
5 = "They must work on tasks linked to the school"
6 = "Others (specify)"

HACONEI	In this school, is there an Institutional Education Council (CONEI)?

0 = "No"

1 = "Yes"

CONEIDIR	Who are the members of the CONEI? Headmaster

0 = "No"

1 = "Yes"

CONEISDR	Who are the members of the CONEI? Deputy(s)

0 = "No"

1 = "Yes"

CONEIDOC	Who are the members of the CONEI? Teacher(s)

0 = "No"

1 = "Yes"

CONSIEST	Who are the members of the CONEI? Student(s)

0 = "No"

1 = "Yes"

CONEIPDF   Who are the members of the CONEI? Parents

0 = "No"

1 = "Yes"

CONEIRDC   Who are the members of the CONEI? Community representative(s)

0 = "No"

1 = "Yes"

FRQCONEI   his year, how often does the CONEI met?

1 = "Once a week"
2 = "Once each 15 days"
3 = "Once a months"
4 = "Once every three months"
5 = "Once every semester"
6 = "Once a year"
7 = "They never have met"
8 = "Met only once to its conformation"
9 = "Meets only in emergencies"

HAMUNESC   In this school, is there a student council or assembly?

0 = "No"

1 = "Yes"

MUNESC1P   From which grades are the students participating in the student council/assembly? First Grade

0 = "No"

1 = "Yes"

MUNESC2P   Second Grade

0 = "No"

1 = "Yes"

MUNESC3P   Third Grade

0 = "No"

1 = "Yes"

MUNESC4P   Fourth Grade

0 = "No"

1 = "Yes"

MUNESC5P   Fifth Grade

	0 = "No"
	1 = "Yes"
MUNESC6P	Sixth Grade
	0 = "No"
	1 = "Yes"
MUNALSEC	Students from Secondary
	0 = "No"
	1 = "Yes"
HELPMAN	Is there any organization in your community that helps in the school management?
	0 = "No"
	1 = "Yes"
HAVSUGEL	This year, 2011, have you received a visit in the school from a specialist of the Local Education Management Unit (UGEL)?
	0 = "No"
	1 = "Yes"
FRQUGEL	How often do you receive the visit from an UGEL specialist?

FRQUGEL How often do you receive the visit from an UGEL specialist?

1 = "Twice or more times a week"
2 = "Once a week"
3 = "Once every 15 days"
4 = "Once a month"
5 = "Once every three months"
6 = "Once each semester"
7 = "Once a year"
8 = "Others (specify)"

HAVSDRE This year, 2011, have you received a visit in the school from a specialist of the Regional Office of Education (DRE)?

0 = "No"

1 = "Yes"

FRQDRE How often do you receive the visit from a specialist from the Regional Office of Education (DRE)?

1 = "Twice or more times a week"
2 = "Once a week"
3 = "Once every 15 days"
4 = "Once a month"
5 = "Once every three months"
6 = "Once each semester"

7 = "Once a year"
8 = "Others (specify)"

MEDPLI   In this year, on which of the following activities promoted by the MINEDU has your school participated ? Institutional Reading Plan

0 = "No"

1 = "Yes"

MEDJMA   José María Arguedas National Narrative and Essay Competition

0 = "No"

1 = "Yes"

MEDJNDE   National School Sports

0 = "No"

1 = "Yes"

MEDOTRO   Others

0 = "No"

1 = "Yes"

APTCHSAT   How would you characterize each of the following within your school? Teachers' job satisfaction

1 = "Very Low"
2 = "Low"
3 = "High"
4 = "Very High"

APTCHUCO   Teachers' understanding of the school's curricular goals

1 = "Very Low"
2 = "Low"
3 = "High"
4 = "Very High"

APTCSIC   Teachers' degree of success in implementing the school's curriculum

1 = "Very Low"
2 = "Low"
3 = "High"
4 = "Very High"

APTESP   Teachers' expectations for student achievement

1 = "Very Low"
2 = "Low"
3 = "High"
4 = "Very High"

APPSSAP	Parental support for student achievement

1 = "Very Low"
2 = "Low"
3 = "High"
4 = "Very High"

APPPSA	Parental involvement in school activities

1 = "Very Low"
2 = "Low"
3 = "High"
4 = "Very High"

APRSISP	Students' regard for school property

1 = "Very Low"
2 = "Low"
3 = "High"
4 = "Very High"

APMSDWS	Students' desire to do well in school

1 = "Very Low"
2 = "Low"
3 = "High"
4 = "Very High"

PJBEDLP	In your school, is the learning of students hindered by: Low expectations of teachers over the students

1 = "Not at all"
2 = "Very little"
3 = "To some extent"
4 = "A lot"

PJMREAYP	Poor student-teacher relations

1 = "Not at all"
2 = "Very little"
3 = "To some extent"
4 = "A lot"

PJPANIA	Teachers not meeting individual students' needs

1 = "Not at all"
2 = "Very little"
3 = "To some extent"
4 = "A lot"

PJIALP	Teacher absenteeism

1 = "Not at all"
2 = "Very little"
3 = "To some extent"
4 = "A lot"

PJRPAC   Staff resisting change

1 = "Not at all"
2 = "Very little"
3 = "To some extent"
4 = "A lot"

PJPDELES   Teachers being too strict with students

1 = "Not at all"
2 = "Very little"
3 = "To some extent"
4 = "A lot"

PJFEADSP   Students not being encouraged to achieve their full -0.30 -2.07 -0.05 2.13 potential

1 = "Not at all"
2 = "Very little"
3 = "To some extent"
4 = "A lot"

PJIDAEC   In your school, is the learning of students hindered by: Disruption of classes by students

1 = "Not at all"
2 = "Very little"
3 = "To some extent"
4 = "A lot"

PJAQFAC   Students skipping classes

1 = "Not at all"
2 = "Very little"
3 = "To some extent"
4 = "A lot"

PJFRALP   Students lacking respect for teachers

1 = "Not at all"
2 = "Very little"
3 = "To some extent"
4 = "A lot"

PJCAD   The use of alcohol or illegal drugs

1 = "Not at all"
2 = "Very little"
3 = "To some extent"
4 = "A lot"

PJAIAOE   Students intimidating or bullying other students

1 = "Not at all"
2 = "Very little"
3 = "To some extent"
4 = "A lot"

PJANDL   Students participation in gangs

	1 = "Not at all"
	2 = "Very little"
	3 = "To some extent"
	4 = "A lot"
SATSALAR	Please indicate your satisfaction with the following aspects of your job in this school : Your salary

	1 = "Not satisfied"
	2 = "Little satisfied"
	3 = "Satisfied"
	4 = "Very satisfied"
SATDESPF	Your professional development opportunities in this school

	1 = "Not satisfied"
	2 = "Little satisfied"
	3 = "Satisfied"
	4 = "Very satisfied"
SATRELDC	Your relationship with the teachers

	1 = "Not satisfied"
	2 = "Little satisfied"
	3 = "Satisfied"
	4 = "Very satisfied"
SATRELES	Your relationship with the students

	1 = "Not satisfied"
	2 = "Little satisfied"
	3 = "Satisfied"
	4 = "Very satisfied"
SATRLPF	Your relationship with the students

	1 = "Not satisfied"
	2 = "Little satisfied"
	3 = "Satisfied"
	4 = "Very satisfied"
SATRLAE	Your relationship with the educational authorities outside the school

	1 = "Not satisfied"
	2 = "Little satisfied"
	3 = "Satisfied"
	4 = "Very satisfied"
SATRLACM	Your relationship with the residents of the neighborhood / community in school

	1 = "Not satisfied"
	2 = "Little satisfied"
	3 = "Satisfied"
	4 = "Very satisfied"
PDATMTLD	Perceptions of the frequency with which these activities took place during the current school year (2011)

| | 1 = "Never" |

2 = "Seldom"
3 = "Quite often"
4 = "Very often"

TCWEDOB   You ensure that teachers work according to the school's educational goals

1 = "Never"
2 = "Seldom"
3 = "Quite often"
4 = "Very often"

TCHCAASS   You observe instruction in classrooms

1 = "Never"
2 = "Seldom"
3 = "Quite often"
4 = "Very often"

REDVEOSC   You use student performance results to develop the school's educational goals

1 = "Never"
2 = "Seldom"
3 = "Quite often"
4 = "Very often"

SUGTCIMP   You give teachers suggestions as to how they can improve their teaching

1 = "Never"
2 = "Seldom"
3 = "Quite often"
4 = "Very often"

SUPWORK   You monitor students' work

1 = "Never"
2 = "Seldom"
3 = "Quite often"
4 = "Very often"

TCHPRB   When a teacher has problems in his/her classroom, you take the initiative to discuss matters

1 = "Never"
2 = "Seldom"
3 = "Quite often"
4 = "Very often"

TCHUPDAT   You inform teachers about possibilities for updating their knowledge and skills

1 = "Never"
2 = "Seldom"
3 = "Quite often"
4 = "Very often"

CLACTEOB   You check to see whether classroom activities are in keeping with our educational goals

1 = "Never"
2 = "Seldom"

	3 = "Quite often" 4 = "Very often"
RESEXCI	You take exam results into account in decisions regarding curriculum development
	1 = "Never" 2 = "Seldom" 3 = "Quite often" 4 = "Very often"
RESPCURR	You ensure that there is clarity concerning the responsibility for coordinating the curriculum
	1 = "Never" 2 = "Seldom" 3 = "Quite often" 4 = "Very often"
DOCPROB	When a teacher brings up a classroom problem, you solve the problem together
	1 = "Never" 2 = "Seldom" 3 = "Quite often" 4 = "Very often"
COMPNEG	You pay attention to disruptive behaviour in classrooms
	1 = "Never" 2 = "Seldom" 3 = "Quite often" 4 = "Very often"
DOCINESP	You take over lessons from teachers who are unexpectedly absent
	1 = "Never" 2 = "Seldom" 3 = "Quite often" 4 = "Very often"
YLLENGOR	Examiner: Is there a YL Child with a native mother tongue in the school?
	0 = "No"
	1 = "Yes"
DOCLENGO	In this school, do you or any teacher use a native language (for example, quechua, aimara or native language of the jungle) to address students in the school (inside or outside the classroom)?
	0 = "No"
	1 = "Yes"

PE_SCH_SchoolIdentificationDataEntry

SCHLID	School ID

SCHMODID	National School ID
TURNOIE	School Shift
	1 = "Morning"
	2 = "Afternoon"
	3 = "Morning and afternoon"
BOOKS	Mathematics' notebooks and workbooks Anaylisis
	0 = "No"
	1 = "Yes"
PROVIN	Province
DEPART	Department
FLDCODE	Fieldworker
ENTDAY	Date of first day of work in school , day
ENTMTH	Date of first day of work in school , month
ENTYEAR	Date of first day of work in school , year
ENTDATE	Date of first day of work in school
DEVDAY	Date of last day of work in school , day
DEVMTH	Date of last day of work in school, month
DEVYEAR	Date of last day of work in school, year
DEVDATE	Date of last day of work in school
INICDAY	Date of first day of work in the school, day
INICMTH	Date of first day of work in the school, month
INICYEAR	Date of first day of work in the school, year
INICIO	Date of first day of work in the school
CIERDAY	Date of last day of work in the school, day
CIERMTH	Date of last day of work in the school, month
CIERYEAR	Date of last day of work in the school, year
CIERDATE	Date of last day of work in the school

PE_SCH_StudentQuestionnaire

PUPILPK	Composite key for student - SCHLID + TURNOIE + AULA + PUPILID
SCHLID	School ID

TURNOIE   School Shift

                 1 = "Morning"
                 2 = "Afternoon"
                 3 = "Morning and afternoon"

AULA   Class ID

PUPILID   Student ID

FLDCODE   Fieldworker code

DINTDAY   Date of application: Day

DINTMTH   Date of application: Month

DINTYEAR   Date of application: Year

DINT   Date of application

FLDSTTM   At what time did you start the questionnaire?

FLDENTM   At what time did you finish the questionnaire?

PUPAGE   How old are you?

PUPSEX   Are you a girl or a boy?

                 1 = "Boy"
                 2 = "Girl"

PUPLANG   What language did you learn to speak first?

                 1 = "Spanish"
                 2 = "Quechua"
                 3 = "Aimara"
                 4 = "Native language of the jungle (specify)"
                 5 = "Spanish & Quechua"
                 6 = "Spanish & Aimara"
                 7 = "Spanish & Native language of the jungle (specify)"
                 8 = "Other (specify)"

REPGRADE   How many times have you retained a grade?

                 1 = "I have never repeated a grade"
                 2 = "Once"
                 3 = "Twice"
                 4 = "Three times"
                 5 = "More than three times"

RG1   What grade?, 1st grade?

                 0 = "No"

	1 = "Yes"
RG2	What grade?, 2nd grade?
	0 = "No"
	1 = "Yes"
RG3	What grade?, 3rd grade?
	0 = "No"
	1 = "Yes"
RG4	What grade?, 4th grade?
	0 = "No"
	1 = "Yes"
RG5	What grade?, 5th grade?
	0 = "No"
	1 = "Yes"
RG6	What grade?, 6th grade?
	0 = "No"
	1 = "Yes"
GUSTA	Do you like being at the school?
	1 = "No, almost never"
	2 = "Sometimes"
	3 = "Yes, almost always"
PROFPORT	Do you think teachers in your school care about you?
	1 = "No, almost never"
	2 = "Sometimes"
	3 = "Yes, almost always"
SEGURO	Do you feel safe when you are at school?
	1 = "No, almost never"
	2 = "Sometimes"
	3 = "Yes, almost always"
RESPETAN	Students in your school show respect for each other?
	1 = "No, almost never"
	2 = "Sometimes"
	3 = "Yes, almost always"
PREOCUP	Students in your school care about each other?
	1 = "No, almost never"

2 = "Sometimes"
3 = "Yes, almost always"

SEAYUDAN Students in your school help each other with their work?

1 = "No, almost never"
2 = "Sometimes"
3 = "Yes, almost always"

CONTENTO When you're at the school, do you feel happy?

1 = "No, almost never"
2 = "Sometimes"
3 = "Yes, almost always"

ABURRIDO When you're at the school, Do you feel bored?

1 = "No, almost never"
2 = "Sometimes"
3 = "Yes, almost always"

DIVIERTE When you're at the school, Do you feel like having fun?

1 = "No, almost never"
2 = "Sometimes"
3 = "Yes, almost always"

NERVIOSO When you're at the school, Do you feel nervous?

1 = "No, almost never"
2 = "Sometimes"
3 = "Yes, almost always"

TRANQ When you're at the school, Do you feel calm?

1 = "No, almost never"
2 = "Sometimes"
3 = "Yes, almost always"

CHANSCH If you were told you have to change of school, how would you feel?

1 = "You will be happy"
2 = "It would not matter"
3 = "You will be a bit sad"
4 = "You will be really sad"

STRANGER When you are at school…Do you feel like an outsider (or left out of things)?

1 = "No, almost never"
2 = "Sometimes"
3 = "Yes, almost always"

EASYFRDS When you are at school…Do you make friends easily?

1 = "No, almost never"

2 = "Sometimes"

3 = "Yes, almost always"

FEELHOME   When you are at school…Do you feel like at home?

1 = "No, almost never"

2 = "Sometimes"

3 = "Yes, almost always"

AWKWARD   When you are at school…Do you feel awkward and out of place?

1 = "No, almost never"

2 = "Sometimes"

3 = "Yes, almost always"

CLSSLIKE   When you are at school…Other students seem to like you?

1 = "No, almost never"

2 = "Sometimes"

3 = "Yes, almost always"

ALONE   When you are at school…Do you feel lonely?

1 = "No, almost never"

2 = "Sometimes"

3 = "Yes, almost always"

FALTAR   When you are at school…Do you prefer to be absent?

1 = "No, almost never"

2 = "Sometimes"

3 = "Yes, almost always"

BORED   When you are at school…Do you often feel bored?

1 = "No, almost never"

2 = "Sometimes"

3 = "Yes, almost always"

STDGAPRF   In your school, Students get along well with most teachers

0 = "No"

1 = "Yes"

PRFINTES   In your school, Most teachers are interested in students' well-being

0 = "No"

1 = "Yes"

PRFLIST   In your school, Most of my teachers really listen to what I have to say

0 = "No"

1 = "Yes"

PRFHELP   In your school, If I need extra help, I will receive it from my teachers

0 = "No"

1 = "Yes"

PRFWELL   In your school, Most of my teachers treat me fairly

0 = "No"

1 = "Yes"

ISTOLE   Did any of these things happen at school during the last year (as far as you know)?,Something was stolen from you

0 = "No"

1 = "Yes"

SOSTOLE   Did any of these things happen at school during the last year (as far as you know)?,Something was stolen from someone in your class

0 = "No"

1 = "Yes"

INSULTED   Did any of these things happen at school during the last year (as far as you know)?,You were bullied by another student

0 = "No"

1 = "Yes"

SOINSULT   Did any of these things happen at school during the last year (as far as you know)?,Someone in your class was bullied by another student

0 = "No"

1 = "Yes"

STDHITU   Did any of these things happen at school during the last year (as far as you know)?,You were injured by another student

0 = "No"

1 = "Yes"

SOHIT   Did any of these things happen at school during the last year (as far as you know)?,Someone in your class was injured by another student

0 = "No"

1 = "Yes"

SOMUPSET   In your class, Some classmates bother a lot

0 = "No"

1 = "Yes"

FIGHT   In your class, We always fight

0 = "No"

1 = "Yes"

GDFRDS   In your class, We are good friends

0 = "No"

1 = "Yes"

FUNTASKS   In your class, We have fun with the homework the teacher gives for us

0 = "No"

1 = "Yes"

MASATEN   In your class, to whom do the teachers give more attention?

1 = "To the boys"
2 = "To the girls"
3 = "To both, boys and girls"
4 = "This school is girls only"
5 = "This school is boys only?"

GTOOFAR   Why do you think that girls your age drop out of school?: Because school is too far away

0 = "No"

1 = "Yes"

GMONEY   Why do you think that girls your age drop out of school?: Because their family doesn't have enough money

0 = "No"

1 = "Yes"

GIDLE   Why do you think that girls your age drop out of school? : Because girls are lazy

0 = "No"

1 = "Yes"

GNOSTUDY   Why do you think that girls your age drop out of school? : Because girls are useless for studying

0 = "No"

1 = "Yes"

GWRKHOME   Why do you think that girls your age drop out of school? : Because girls have to help with the chores at home or at the field

0 = "No"

1 = "Yes"

GFNDWORK   Why do you think that girls your age drop out of school? : Because girls have to go out looking for work

0 = "No"

1 = "Yes"

GNOSUPP Why do you think that girls your age drop out of school? : Because teachers don't support girls with their studies

0 = "No"

1 = "Yes"

GNOTIMP Why do you think that girls your age drop out of school? : Because girls don't learn any important things at school

0 = "No"

1 = "Yes"

GFAMILY Why do you think that girls your age drop out of school? : Because the family doesn't want girls to study

0 = "No"

1 = "Yes"

GSUPPLY Why do you think that girls your age drop out of school? : Because girls do not have school materials

0 = "No"

1 = "Yes"

BTOOFAR Why do you think that boys your age drop out of school? : Because school is too far away

0 = "No"

1 = "Yes"

BMONEY Why do you think that boys your age drop out of school? : Because their family doesn't have enough money

0 = "No"

1 = "Yes"

BIDLE Why do you think that boys your age drop out of school? : Because boys are lazy

0 = "No"

1 = "Yes"

BNOSTUDY Why do you think that boys your age drop out of school? : Because boys are useless for studying

0 = "No"

1 = "Yes"

BWRKHOME Why do you think that boys your age drop out of school? : Because boys have to help with the chores at home or at the field

0 = "No"

1 = "Yes"

BFNDWORK   Why do you think that boys your age drop out of school? : Because boys have to go out looking for work

0 = "No"

1 = "Yes"

BNOSUPP   Why do you think that boys your age drop out of school? : Because teachers don't support boys with their studies

0 = "No"

1 = "Yes"

BNOTIMP   Why do you think that boys your age drop out of school? : Because boys don't learn any important things at school

0 = "No"

1 = "Yes"

BFAMILY   Why do you think that boys your age drop out of school? : Because the family doesn't want boys to study

0 = "No"

1 = "Yes"

BSUPPLY   Why do you think that boys your age drop out of school? : Because boys do not have school materials

0 = "No"

1 = "Yes"

CTASTUD   In your Communication (Language Arts) class: Your teacher shows an interest in every student's learning

1 = "No, almost never"
2 = "Sometimes"
3 = "Yes, almost always"

CTSPEAK   In your Communication (Language Arts) class: Your teacher gives students an opportunity to express opinions

1 = "No, almost never"
2 = "Sometimes"
3 = "Yes, almost always"

CTHELP   In your Communication (Language Arts) class: Your teacher helps students with their work

1 = "No, almost never"
2 = "Sometimes"
3 = "Yes, almost always"

CTEXPLAN   In your Communication (Language Arts) class: Your teacher continues teaching until the students understand

1 = "No, almost never"
2 = "Sometimes"
3 = "Yes, almost always"

CTMUCHO   In your Communication (Language Arts) class: Your teacher does a lot to help students

1 = "No, almost never"
2 = "Sometimes"
3 = "Yes, almost always"

CTAYUDA   In your Communication (Language Arts) class: Your teacher helps students with their learning

1 = "No, almost never"
2 = "Sometimes"
3 = "Yes, almost always"

CTQUIET   In your Communication (Language Arts) class: The teacher has to wait a long time for students to quite down

1 = "No, almost never"
2 = "Sometimes"
3 = "Yes, almost always"

CTDFTRAB   In your Communication (Language Arts) class: Students cannot work well

1 = "No, almost never"
2 = "Sometimes"
3 = "Yes, almost always"

CTDFATTE   In your Communication (Language Arts) class: Students don't listen to what the teacher says

1 = "No, almost never"
2 = "Sometimes"
3 = "Yes, almost always"

CTWLTIME   In your Communication (Language Arts) class: Students don't start working for a long time after the lesson begins

1 = "No, almost never"
2 = "Sometimes"
3 = "Yes, almost always"

CTNOISE   In your Communication (Language Arts) class: There is noise and disorder

1 = "No, almost never"
2 = "Sometimes"
3 = "Yes, almost always"

CT5MINS   In your Communication (Language Arts) class: At the start of class, more than five minutes are spent doing nothing

1 = "No, almost never"
2 = "Sometimes"
3 = "Yes, almost always"

MTASTUD   In your Mathematics class?: Your teacher shows an interest in every student's learning

1 = "No, almost never"
2 = "Sometimes"
3 = "Yes, almost always"

MTSPEAK   In your Mathematics class?: Students cannot work well

1 = "No, almost never"
2 = "Sometimes"
3 = "Yes, almost always"

MTHELP   In your Mathematics class?: Your teacher helps students with their work

1 = "No, almost never"
2 = "Sometimes"
3 = "Yes, almost always"

MTEXPLAN   In your Mathematics class?: Your teacher continues teaching until the students understand

1 = "No, almost never"
2 = "Sometimes"
3 = "Yes, almost always"

MTMUCHO   In your Mathematics class?: Your teacher does a lot to help students

1 = "No, almost never"
2 = "Sometimes"
3 = "Yes, almost always"

MTAYUDA   In your Mathematics class?: Your teacher helps students with their learning

1 = "No, almost never"
2 = "Sometimes"
3 = "Yes, almost always"

MTQUIET   In your Mathematics class?: The teacher has to wait a long time for students to quite down

1 = "No, almost never"
2 = "Sometimes"
3 = "Yes, almost always"

MTDFTRAB   In your Mathematics class?: Students cannot work well

1 = "No, almost never"
2 = "Sometimes"

3 = "Yes, almost always"

MTDFATTE In your Mathematics class?: Students don't listen to what the teacher says

1 = "No, almost never"
2 = "Sometimes"
3 = "Yes, almost always"

MTWLTIME In your Mathematics class?: Students don't start working for a long time after the lesson begins

1 = "No, almost never"
2 = "Sometimes"
3 = "Yes, almost always"

MTNOISE In your Mathematics class?: There is noise and disorder

1 = "No, almost never"
2 = "Sometimes"
3 = "Yes, almost always"

MT5MINS In your Mathematics class?: At the start of class, more than five minutes are spent doing nothing

1 = "No, almost never"
2 = "Sometimes"
3 = "Yes, almost always"

ESCOM1 You like Communication (Language Arts) classes

1 = "No, almost never"
2 = "Sometimes"
3 = "Yes, almost always"

ESCOM2 You are good in Communication (Language Arts) classes

1 = "No, almost never"
2 = "Sometimes"
3 = "Yes, almost always"

ESCOM3 Communication (Language Arts) classes are interesting for you

1 = "No, almost never"
2 = "Sometimes"
3 = "Yes, almost always"

ESCOM4 You enjoy doing work in Communication (Language Arts) classes

1 = "No, almost never"
2 = "Sometimes"
3 = "Yes, almost always"

ESCOM5 Work in Communication (Language Arts) class its easy for you

1 = "No, almost never"
2 = "Sometimes"

3 = "Yes, almost always"

ESCOM6   You look forward to Communication (Language Arts) classes

1 = "No, almost never"
2 = "Sometimes"
3 = "Yes, almost always"

ESCOM7   You learn things quickly in Communication (Language Arts) classes

1 = "No, almost never"
2 = "Sometimes"
3 = "Yes, almost always"

ESMAT1   You look forward to Mathematics classes

1 = "No, almost never"
2 = "Sometimes"
3 = "Yes, almost always"

ESMAT2   Work in Mathematics class its easy for you

1 = "No, almost never"
2 = "Sometimes"
3 = "Yes, almost always"

ESMAT3   Mathematics classes are interesting for you

1 = "No, almost never"
2 = "Sometimes"
3 = "Yes, almost always"

ESMAT4   You learn things quickly in Mathematics classes

1 = "No, almost never"
2 = "Sometimes"
3 = "Yes, almost always"

ESMAT5   You like work in Mathematics class

1 = "No, almost never"
2 = "Sometimes"
3 = "Yes, almost always"

ESMAT6   You are good in Mathematics classes

1 = "No, almost never"
2 = "Sometimes"
3 = "Yes, almost always"

ESMAT7   You enjoy doing work in Mathematics classes

1 = "No, almost never"
2 = "Sometimes"
3 = "Yes, almost always"

HELPMUM	Which of the following people who live with you help you study or do homework at home when you need it?
	0 = "No" 1 = "Yes" 2 = "Don't have/ Don't live with that person"
HELPDAD	Does your dad help you study or do homework at home ?
	0 = "No" 1 = "Yes" 2 = "Don't have/ Don't live with that person"
HELPSIBS	Does your brother or sister help you study or do homework at home ?
	0 = "No" 1 = "Yes" 2 = "Don't have/ Don't live with that person"
HELPFAM	Does any other family member living with you help you study or do homework at home ?
	0 = "No" 1 = "Yes" 2 = "Don't have/ Don't live with that person"
HELPVIVE	Does other person living with you help you study or do homework at home ?
	0 = "No" 1 = "Yes" 2 = "Don't have/ Don't live with that person"
FHMUM	How often does your mom help you?
	1 = "Almost never" 2 = "Sometimes" 3 = "Almost always"
FHDAD	How often does your dad help you?
	1 = "Almost never" 2 = "Sometimes" 3 = "Almost always"
FHSIBS	How often does your brother or sister help you?
	1 = "Almost never" 2 = "Sometimes" 3 = "Almost always"
FHFAM	How often does any other family member living with you help you?
	1 = "Almost never" 2 = "Sometimes" 3 = "Almost always"

FHVIVE	How often does other person living with you help you?

1 = "Almost never"
2 = "Sometimes"
3 = "Almost always"

REVBOOK	Your mom or dad: Do they check your notebooks and books?

0 = "No"
1 = "Yes"

REVEXAM	Your mom or dad: Do they check your tests?

0 = "No"
1 = "Yes"

GOTOMEET	Your mom or dad: Do they attend to the meetings to receive the report card/information card?

0 = "No"
1 = "Yes"

MEETTCH	Your mom or dad: Do they meet with your teacher?

0 = "No"
1 = "Yes"

MAKEMATS	Your mom or dad: Do they participate making materials for the classroom and the school?

0 = "No"
1 = "Yes"

REPLACET	Your mom or dad: Do they replace the teacher in the classroom to teach?

0 = "No"
1 = "Yes"

DISCCLAS	Your mom or dad: Do they support in the classroom maintaining discipline when the teacher is not there?

0 = "No"
1 = "Yes"

REPBUILD	Your mom or dad: Do they support building or repairing parts of the school?

0 = "No"
1 = "Yes"

RAISEMON	Your mom or dad: Do they participate in activities to raise money for the school?

0 = "No"
1 = "Yes"

FESTSCH	Your mom or dad: Do they participate in school festivities or celebrations?

0 = "No"
1 = "Yes"

PE_SCH_tblPupilRoster

SCHLID	School ID
AULA	Class ID
TURNOIE	School Shift
PUPILID	Student ID
YLCHILD	Is the student a Young Lives child?
	0 = "No" 1 = "Yes"
CHILDID	Young Lives ID
EJERLECT	Reading Test
	0 = "No" 1 = "Yes"
EJERMAT	Mathematics Test
	0 = "No" 1 = "Yes"
QNESTUD	Student's Questionnaire
	0 = "No" 1 = "Yes"
QNSLSTUD	Student's Sociolinguistic Questionnaire
	0 = "No" 1 = "Yes"

PE_SCH_tblSchoolClassList

SCHLID	School ID
AULA	Class ID
GRADO1	1° Grade
	0 = "No" 1 = "Yes"
GRADO2	2° Grade
	0 = "No" 1 = "Yes"
GRADO3	3° Grade
	0 = "No" 1 = "Yes"
GRADO4	4° Grade

	0 = "No"	
	1 = "Yes"	
GRADO5	5° Grade	
	0 = "No"	
	1 = "Yes"	
GRADO6	6° Grade	
	0 = "No"	
	1 = "Yes"	
SECCIONU	**U**	
	0 = "No"	
	1 = "Yes"	
SECCIONA	**A**	
	0 = "No"	
	1 = "Yes"	
SECCIONB	**B**	
	0 = "No"	
	1 = "Yes"	
SECCIONC	**C**	
	0 = "No"	
	1 = "Yes"	
SECCIOND	**D**	
	0 = "No"	
	1 = "Yes"	
SECCIONE	**E**	
	0 = "No"	
	1 = "Yes"	
SECCIONF	F	
	0 = "No"	
	1 = "Yes"	
SECCIONG	**G**	
	0 = "No"	
	1 = "Yes"	
SECCIONH	**H**	
	0 = "No"	
	1 = "Yes"	
SECCIONI	**I**	
	0 = "No"	
	1 = "Yes"	
SECCIONJ	**J**	
	0 = "No"	

	1 = "Yes"
SECCIONK	**K**
	0 = "No"
	1 = "Yes"
SECCIONL	**L**
	0 = "No"
	1 = "Yes"

PE_SCH_tblSocioDemographic

SCHLID	School ID
AULA	Class ID
TURNOIE	School Shift
PUPILID	Student ID
DOB	Date of birth
DOBD	Date of birth, day
DOBM	Date of birth, month
DOBY	Date of birth, year
EDUCINIC	Did the student attend pre school?
	0 = "No"
	1 = "Yes"
	2 = "Information not found"
ANOASIST	How many years did the student attend pre school?
	0 = "Information not found"
MATLANG	Mother's mother tongue
PADLANG	Father's mother tongue
MATEDUC	Mother's education
PADEDUC	Father's education
INFOSRC	Source of information
	1 = "Enrolment Registry of students"
	2 = "Other document"
	3 = "Verbal report"

PE_SCH_tblSocioDemographicDataEntry

SCHLID	School ID
AULA	Class ID
TURNOIE	School Shift

1 = "Morning"
2 = "Afternoon"
3 = "Morning and afternoon"

INICDAY	Date of first day of work in the school, day
INICMTH	Date of first day of work in the school, month
INICYEAR	Date of first day of work in the school, year
INICIO	Date of first day of work in the school
FINDAY	Date of last day of work in the school, day
FINMTH	Date of last day of work in the school, month
FINYEAR	Date of last day of work in the school, year
FINDATE	Date of last day of work in the school

PE_SCH_tblStudentReportRoster

SCHLID	School ID
TURNOIE	School Shift
AULA	Class ID
TEACHID	Teacher Code
PUPILID	Student ID
AMIGOS	Sociability

1 = "among the students with less ease to make friends in your class"
2 = "among the students with moderate ease to make friends in your class"
3 = "among the students with more ease to make friends in your class"

TRABAJO	Academic persistence

1 = "among the less persistent students in your class"
2 = "among the medium persistent students in your class"
3 = "among the most persistent students in your class"

LLEGARA	Maximum education level that he / she would attain

1 = "you consider the child would only attain primary education"
2 = "you consider the child would only attain secondary education"

3 = "you consider the child would attain higher education (in a University or Technical Institute)"

PE_SCH_tblTeacherReport

SCHLID	School ID
TURNOIE	School Shift
	1 = "Morning"
	2 = "Afternoon"
	3 = "Morning and afternoon"
AULA	Class ID
TEACHID	Teacher Code
FLDCODE	Fieldworker code
INICDAY	Date of first day of work in the school, day
INICMTH	Date of first day of work in the school, month
INICYEAR	Date of first day of work in the school, year
INICIO	Date of first day of work in the school
FINDAY	Date of last day of work in the school, day
FINMTH	Date of last day of work in the school, month
FINYEAR	Date of last day of work in the school, year
FINDATE	Date of last day of work in the school

PE_SCH_tblYLRoster

SCHLID	School ID
CHILDID	Young Lives ID
LENGUA	Mother Tongue
ENCONT	Did you find him/her in the school?
	0 = "No"
	1 = "Yes"
GRADO	Grade
SECCION	Section
FOTOCOPY	Math notebooks and workbooks photocopied?

```
                0 = "No"
                1 = "Yes"
MATSCOMP    Student with his/her materials complete?

                0 = "No"
                1 = "Yes"
```

PE_SCH_TeachingAssistance

```
SCHLID          School ID

AULA            Class ID

TURNOIE         School Shift

                1 = "Morning"
                2 = "Afternoon"
                3 = "Morning and afternoon"
INICDAY         Date of first day of work in the school, day

INICMTH         Date of first day of work in the school, month

INICYEAR        Date of first day of work in the school, year

INICIO          Date of first day of work in the school

FINDAY          Date of last day of work in the school, day

FINMTH          Date of last day of work in the school, month

FINYEAR         Date of last day of work in the school, year

FINDATE         Date of last day of work in the school

MATDOC          Subject, Mathematics

DAY1            Date of application , day

MONTH1          Date of application , month

YEAR1           Date of application , year·

DATE1           Date of application

DAY2            Date of application , day

MONTH2          Date of application , month

YEAR2           Date of application , year

DATE2           Date of application

DAY3            Date of application , day

MONTH3          Date of application , month

YEAR3           Date of application , year
```

DATE3	Date of application
MATPRES1	Should the teacher be at school that day?
	0 = "No"
	1 = "Yes"
MATTIME1	Lesson schedule
MATFND1	Was the teacher found in class?
	1 = "Yes"
	2 = "No, but he/she has a substitute"
	3 = "No"
MATPRES2	Should the teacher be at school that day?
	0 = "No"
	1 = "Yes"
MATTIME2	Lesson schedule
MATFND2	Was the teacher found in class?
	1 = "Yes"
	2 = "No, but he/she has a substitute"
	3 = "No"
MATPRES3	Should the teacher be at school that day?
	0 = "No"
	1 = "Yes"
MATTIME3	Lesson schedule
MATFND3	Was the teacher found in class?
	1 = "Yes"
	2 = "No, but he/she has a substitute"
	3 = "No"
COMDOC	Subject, Language Arts
COMPRES1	Should the teacher be at school that day?
	0 = "No"
	1 = "Yes"
COMTIME1	Lesson schedule
COMFND1	Was the teacher found in class?
	1 = "Yes"
	2 = "No, but he/she has a substitute"
	3 = "No"
COMPRES2	Should the teacher be at school that day?
	0 = "No"
	1 = "Yes"

COMTIME2	Lesson schedule
COMFND2	Was the teacher found in class?

1 = "Yes"
2 = "No, but he/she has a substitute"
3 = "No"

COMPRES3	Should the teacher be at school that day?

0 = "No"
1 = "Yes"

COMTIME3	Lesson schedule
COMFND3	Was the teacher found in class?

1 = "Yes"
2 = "No, but he/she has a substitute"
3 = "No"