Data Dictionary Collection Wave 3 (June 2017)

Cognitive Measures

Self-Report Measures

General Information and Socioeconomic status

COGNITIVE MEASURES

COGNITIVE MEASURES WAVE 3						
Measure	**Category**	**Variable name in database**	**N of items**	**Description of measure**	**Reference**	**Included in MILES at the following waves:**
Raven's Progressive Matrices	cognitive test --Non verbal reasoning	craven	15	This test consists of a series of incomplete patterns ("matrices"); in each case, participants are asked to identify the missing part of the pattern. Participants do this by clicking on one of 8 possible missing parts. The test is divided into 4 sub-tests or sections, labelled C, D, E and F. Sub-tests C, D and E each consist of 6 items, numbered 1, 3, 5, 7, 9 and 11 (even-numbered items from the original version of the test were dropped); sub-test F consists of all 12 original items (numbered 1 to 12). Hence there are 30 items in total. More information and items on the TEDS data dictionary page http://www.teds.ac.uk/datadictionary/studies/webtests/16yr_raven_test.htm	Raven, J.C., Court, J.H., and Raven, J. (1996), Manual for Raven's Progressive Matrices and Vocabulary Scales, Oxford: Oxford University Press.	WAVE 1 (+ WAVE 3 reduced version)

| Italian Vocabulary Test (IVT) | Cognitive test -- Vocabulary | cvocab | 20 | The Italian Vocabulary test was developed by the MILES team as to our knowledge no self-administered vocabulary test in Italian was available to use or had ever been developed (most existing tests need to be administered by an experienced tester). The first version of the vocabulary test was administered during the first collection wave and included 80 items. Participants are presented with a word in the Italian language, and are then asked to select a synonym of that word out of six options. Items were selected on the basis of their frequency in the written Italian language, using ColFIS (http://linguistica.sns.it/esploracolfis/home.htm), a freely available tool developed by the Italian Laboratory of linguistics Giovanni Nencioni (http://linguistica.sns.it/). Items were arranged progressively in order of frequency. The test started with items that had high frequency (commonly occurring in written Italian in the media and books), for example "Debole" and progressed to increasingly less frequent words, ending with low frequency words such as 'Imbolsire" and "Pertugio". After the first collection wave the data from 1,100 participants were analysed and a reduced version of the Italian Vocabulary Test, including 35 items was created (see test description at wave 2). | Margherita Malanchini, Maddalena Malanchini, Nicholas Shakeshaft, Kerry Schofiled, & Yulia Kovas (in preparation). The Italian Vocabulary Test: a self-administered test of verbal ability. | WAVE 1 (+ WAVE 2 & 3 reduced version) |

Information about secondary school achievement	Academic achievement/ cognitive measure	csecondary__q-secondarygrade ; csecondary__q-secondaryteachmaths ; csecondary__q-secondaryteachita ; csecondary__q-secondaryteachl2 ; csecondary__q-secondarylike ; csecondary__q-secondaryhealth ; csecondary__q-secondarymhealth	7	Participants are asked to answer with a scale of grades (from 1 to 10) to the following questions: (1) Which hrade did you get at the end of the secondary school? ; (2) If you had to judge how much are you satisfied about the maths teachers that you had at the secondary school, what would you say? ; (3)If you had to judge how much are you satisfied about the italian teachers that you had at the secondary school, what would you say? ; (4) If you had to judge how much are you satisfied about the second language teachers that you had at the secondary school, what would you say? ; (5) If you had to judge how much did you enjoy the secondary school, what would you say? ; (6) If you had to think about how was your physical health during the secondary school, what would you say? ; (7) If you had to think about how was your mental health during the secondary school, what would you say?	Designed by the MILES team	WAVE 3
Self reported grades	Academic achievement	csrgrades__q-mathswritten / csrgrades__q-mathsoral (maths) csrgrades__q-itawritten / csrgrades__q-itaoral (ita) csrgrades__q-physeduwritten / csrgrades__q-physeduoral (physical education)	6	Participants are asked to report the grades that they obtained at the end of the first term (in Italy school is divided into two terms of 4 months each), the first term ended in January, not long before the WAVE 1 data collection. Participants are asked to report their grades in three subjects: mathematics; literacy and physical education. Scores ranged from 4 (indincating agrade equivalent to 4 or less than 4) to 10 (indicating the highest possible grade). The votes are divided into Written and Oral.	Not applicable	EVERY COLLECTION WAVE

Self-report of years of school failed	Academic achievement	cginfo__q-fail / cginfo__q-morefails	2	Participants are asked to report whether they have ever failed and had to retake a school year. The answer is either YES (coded in the database as "y") or NO (coded as "n"). If the answer is YES they are asked if they failed more than one year.	Not applicable	EVERY COLLECTION WAVE (extended in WAVE 3)
Teacher-reported grades	Academic achievement			Grades in all subjects were provided by the teachers for the first and the second term.	Not applicable	EVERY COLLECTION WAVE

SELF-REPORT MEASURES

	SELF-REPORT MEASURES WAVE 3					
Measure	**Category**	**Variable name**	**N of items**	**Description of measure**	**Reference**	**Included in MILES at the following waves:**
Academic self-concept and self-esteem scale	non-cognitive	cselfcon	11	The measure assessed (1) academic self-concept (10 item scale, shortened from the 20-item scale developed by Burden (1998); and (2) Self-esteem with 1 item: 'I have high self-esteem'. Items are rated on a 5 point scale from 1 = not like me at all to 5 = very much like me. The 10 items assessing academic self-concept are: (1) I'm good at doing tests; (2) When I'm given new work to do, I usually feel confident I can do it; (3) I'm good at discussing things; (4) I need lots of help with my work; (5) I like having difficult work to do; (6) When I get stuck with my work I can usually work out what	Adapted from: Burden (1998). Assessing children's perceptions of themselves as learners and problem solvers. School Psychology International, 19(4), 291-305.	EVERY COLLECTION WAVE

				to do next (7) I'm not very good at solving problems; (8) I know the meaning of lots of words; (9) I find a lot of schoolwork difficult; (10) I'm clever. Item 11 assesses self-esteem: (11) 'I have high self-esteem'.		
Intrinsic and extrinsic motivation scale	non-cognitive motivational	cintextmot	8 (+ 1 quality control item = item 6)	The scale was taken directly from the INVALSI student questionnaire (www.invalsi.it), which is part of the OECD PISA assessment. The measure includes 8 items (4 assessing intrinsic and 4 assessing extrinsic motivation). The scale asks participants to rate on a scale from 1 = not at all to 4 = a lot, how much they agree with the following statements about them in school: (1) One of my objectives in school is to learn new things; (2) It is important to me to show others that I am a good student; (3) My objective in school	Invalsi student questionnaire (www.invalsi.it)	EVERY COLLECTION WAVE

| | | | | is to learn as much as I can; (4) It is important to me to show others that I can do well in oral assessments; (5) One of my objectives in school is to understand what I am studynig; (7) It is important to me to show others that I can do well in written assessments; (8) One of my objectives in school is to improve my abilities and competences; (9) It is impotant to me to appear smarter than my classmates. (**ITEM 6 IS A QUALITY CONTROL ITEM**). From PCA two clear factors emerged. Factor 1(EXTRINSIC MOTIVATION) explained 36% of the variance and included items: 2,4,7,9. Factor 2 (INTRINSIC motivation)explained 30.2% of teh variance and included items 1,3,5,and 8. | | |

| time spent on mathematics | non-cognitive, enviornmental | ctimemaths | 3 | Participants are asked to rate how much time they have normally spent on a subject every week during the past academic year. The question asks: '*How much time did you typically spend per week studying mathematics?*' and specifies: ' *An hour here refers to 60 minutes, not a class period.*' Scale from 1 to 5: 1 = No time; 2 = Less than two hours; 3 = two to four hours; 4 = four to six hours; 5 = six or more hours. Participants are asked to rate the time spent in the following three mathematics-related learning situation: 1. Regular lessons in mathematics at my school 2. Out-of school-time lessons in mathematics 3. Study or homework in mathematics by myself | PISA (OECD Programme for International Student Assessment): www.pisa.oecd.org. | EVERY COLLECTION WAVE |

Abbreviated Math Anxiety Scale (AMAS)	Non-cognitive/emotion regulation	camas	9	The AMAS assesses mathematics anxiety asking students to rate on a scale from 1 to 5, where 1 = not at all and 5 = very much, how anxious/nervous they feel in several maths-related contexts and activities. The 9 items are: 1. Having to use the tables in the back of a maths book. 2. Thinking about an upcoming maths test 1 day before. 3. Watching a teacher work an algebraic equation on the blackboard. 4. Taking an examination in a maths course. 5. Being given a homework assignment of many difficult problems that is due the next class meeting. 6. Listening to a lecture in maths class. 7. Listening to another student explain a maths formula. 8. Being given a "pop" quiz in maths class. 9. Starting a new	Hopko, D. R., Mahadevan, R., Bare, R. L. & Hunt, M. K. (2003). The abbreviated math anxiety scale (AMAS): Construction, validity, and reliability. *Assessment*, 10, 2, 178–182. doi: 10.1177/1073191103010002008	EVERY COLLECTION WAVE

				chapter in a maths book.		
Academic self-perceived ability (mathematics/ literacy/ L2)	non-cognitive/motivational	cmspa (maths) citaspa (literacy) cl2spa (L2)	9 (3 for each subject)	This measure of self-perceived ability assesses how good students think they are at specific abilities in 3 academic subjects: Mathematics, Literacy (Italian) and Foreign language (L2) . Self-perceived ability (also known as self-efficacy) in each domain is assessed by asking each student: "How good do you think you are at" three subject-specific abilities. For mathematics the three abilities are: (1) Solving	Spinath, B., Spinath, F. M., Harlaar, N., & Plomin, R. (2006). Predicting school achievement from general cognitive ability, self-perceived ability, and intrinsic value. *Intelligence*, 34(4), 363–374.	EVERY COLLECTION WAVE

				number and money prolems; (2) Doing maths in your head; and (3) Multiplying and dividing. For literacy and L2 the three items are: (1) Reading; (2) Writing and (3) Grammar. Items are rated on a scale from 1 to 5, where 1 = not good at all and 5 = very good.		
Academic interest (mathematics/ literacy/ L2)	non-cognitive/motivational	cminter (maths) citinter (literacy) cl2inter (L2)	12 (4 for each subject)	The interest/enjoyment measure assesses how much students enjoyed specific abilities in 3 academic domains: Maths, Literacy (Italian) and L2. Interest/enjoyment is assessed by asking their general interest in a single subject and then by asking the student: " How much do you enjoy the following activties?" The items are the same as the ones included in the self-perceived ability measure. For mathematics: (1) solving number and money problems; (2) doing maths in your head; and (3)	Spinath, B., Spinath, F. M., Harlaar, N., & Plomin, R. (2006). Predicting school achievement from general cognitive ability, self-perceived ability, and intrinsic value. *Intelligence*, 34(4), 363–374.	EVERY COLLECTION WAVE

				multiplying and dividing. For literacy and L2 the three items are: (1) Reading; (2) Writing and (3) Grammar. Items are rated on a scale from 1 to 5, where 1 = not like it at all and 5 = ike it very much.		
Mathematics classroom environment	non-cognitive/ environmental	cmathsenv	8 (+ 1 quality control item = item 5)	The measure has been adapted from the one collected at age 16 in TEDS and in the TCE project. Only the 4 highest loading items were kept for 2 factors: A) teacher-student relationship and B) competition/cooperation with classmates. The questionnaire asks students to think about their mathematics classroom during the past year, and rate on a scale from 1 to 4 how much the following statements are true: Factor A: (1) The teacher tries to make work interesting in this class; (2) The teacher shows an interst in every student's learning; (3)The	Adapted from: Midgley, Eccles and Feldlaufer (1991). Classroom environment and the transition to junior high school. In Fraser and Walberg (eds) Educational environments: Evaluation, Antecedents and Consequences. Oxford: Pergamon Press.	EVERY COLLECTION WAVE

				teacher gives students an opportunity to express opinions; and (4) The teacher does a lot to help students. Factor B: (6) We help each other with our work; (7) Some pupils try to be the first ones to answer question the teacher asks; (8) Some pupils try to be the first ones to finish the class exercises; and (9) When we get reports we tell each other what grades we got. Items are rated on a 4-point scale (1 = never; 2 = some lessons; 3 = most lessons; 4 = every lesson). Item 5 = quaity control item		

Time spent on Foreign Language (L2)	non-cognitive, enviornmental	ctimel2	3	Participants are asked to rate how much time they have normally spent on a subject every week during the past academic year. The question asks: '*How much time did you typically spend per week studying foreign language?*' and specifies: ' *An hour here refers to 60 minutes, not a class period.*' Students were instructed that if they studied more than one foreign language, they should have answered focusing on their first foreign language (information about which languages students were studying was also collected). The scale ranged from 1 to 5: 1 = No time; 2 = Less than two hours; 3 = two to four hours; 4 = four to six hours; 5 = six or more hours. Participants are asked to rate the time spent in thethree following second language-related learning situations: 1. Regular lessons in	PISA (OECD Programme for International Student Assessment): www.pisa.oecd.org.	EVERY COLLECTION WAVE

				foreign language at my school 2. Out-of school-time lessons in foreign language 3. Study or homework in foreign language by myself		
Foreign Language (L2) anxiety	emotion regulation	cl2anx	7	The L2 anxiety scale includes 7 items. The scale id part of a longer measure assessing L2 motivation. Anxiety has emerged as a clear separate factors from L2 motivation in the Csizér & Kormos (2009) L2 questionnaire. This measure of L2 anxiety has good internal validity (alpha = .84) and test-retest correlation (r = .72). The measure requires participants to rate on a 5-point scale (1 = not	Csizér, K., & Kormos, J. (2009). Modelling the role of inter-cultural contact in the motivation of learning English as a foreign language. Applied Linguistics, 30, 166 185.	EVERY COLLECTION WAVE

				true at all to 5 = absolutely true). If participants are studying more than one foreign language, they are asked to think about their first foreign language when answering the questions. The 7 items are: (1). Even if I'm well prepared for the class, I feel anxious about it; (2). I would feel uneasy speaking the foreign language I study with/to a person who spoke that language; (3). I feel embarrassed to volunteer answers during my foreign language class; (4). I can get so nervous during my foreign language class that I forget the things I know; (5). I feel more tense and nervous in my foreign language class than in my other classes; (6). I get nervous when I'm speaking in my foreign language class; (7). I'm afraid that other students will laugh at me when I speak in my foreign language.		

| Foreign language classroom environment | non-cognitive/ environmental | cl2env | 8 + 1quality control item = item 6 | The measure has been adapted from the one collected at age 16 in TEDS and in the TCE project. Only the 4 highest loading items were kept for 2 factors: A) teacher-student relationship and B) competition/cooperation with classmates. The questionnaire asks students to think about their literacy (Italian) classroom during the past year, and rate on a scale from 1 to 4 how much the following statements are true: Factor A: (1) The teacher tries to make work interesting in this class; (2) The teacher shows an interest in every student's learning; (3) The teacher gives students an opportunity to express opinions; and (4) The teacher does a lot to help students. Factor B: (5) We help each other with our work; (7) Some pupils try to be the first ones to answer question the teacher asks; (8) Some pupils try to be the first | Adapted from: Midgley, Eccles and Feldlaufer (1991). Classroom environment and the transition to junior high school. In Fraser and Walberg (eds) Educational environments: Evaluation, Antecedents and Consequences. Oxford: Pergamon Press. | EVERY COLLECTION WAVE |

				ones to finish the class exercises; and (9) When we get reports we tell each other what grades we got. Items are rated on a 4-point scale (1 = never; 2 = some lessons; 3 = most lessons; 4 = every lesson). item 6 = quality control item		

SDQ - Strengths and Difficulties Questionnaire	behaviour and behavioural problems	csdq	24 (+ 1 quality control item = item 18)	The questionnaire asks participants to rate statements on a 3 point scale (1 = not true; 2 = quite true; 3 = very true). The SDQ questionnaire includes 5 subscales: **Anxiety (A)** scale (4 items) / **Peer problems (PP)** scale (5 items) / **Hyperactivity (H)** scale (5 items) / **Conduct (C)** scale (5 items) / **Pro-social (PS)** scale (5 items). The items are (Item 18 =Quality Control Item): 1. I try to be nice to other people. I care about their feelings (PS) 2. I am restless; I cannot stay still for long.(H) 3. I get a lot of headaches, stomachaches or sickness. 4. I usually share with others (food, games, pens etc.). (PS) 5. I get very angry and often lose my temper. (C) 6. I am usually on my own. I generally play alone or keep to myself.	Goodman, R. (1997) The Strengths and Difficulties Questionnaire: A Research Note. Journal of Child Psychology and Psychiatry, 38, 581-586	WAVE 1 and 3

					(PP)		
					7. I usually do as I am told (C) **R**		
					8. I worry a lot (A)		
					9. I am helpful if someone is hurt, upset or feeling ill (PS)		
					10. I am constantly fidgeting or squirming (H)		
					11. I have one good friend or more (PP) **R**		
					12. I fight a lot. I can make other people do what I want (C)		
					13. Other people my age generally like me (PP) **R**		
					14. I am easily distracted, I find it difficult to concentrate (H)		
					15. I am nervous in new situations. I easily lose confidence (A)		
					16. I am kind to younger children (PS)		
					17. I am often accused of lying or cheating (C)		
					19. Other children or young people pick on me or bully me (PP)		
					20. I often volunteer to help others (parents, teachers, children) (PS)		
					21. I think before I do things (H) **R**		
					22. I take things that		

				are not mine from home, school or elsewhere (C) 23. I get on better with adults than with people my own age (PP) 24. I have many fears, I am easily scared (A) 25. I finish the work I'm doing. My attention is good (H) **R**		

| The SMFQ (Short Mood and Feelings Questionnaire | behavioural problems/ depression | cmfq | 13 | Students are asked to rate on a 3-point scale (1 = not true; 2 = sometimes; 3 = true) how true the following 13 statements are about how they have been acting or feeling in the past two weeks: 1. I felt miserable or unhappy. 2. I didn't enjoy anything at all. 3. I felt so tired I just sat around and did nothing. 4. I was very restless. 5. I felt I was no good anymore. 6. I cried a lot. 7. I found it hard to think properly or concentrate. 8. I hated myself. 9. I was a bad person. 10. I felt lonely. 11. I thought nobody really loved me. 12. I thought I could never be as good as other kids. 13. I did everything wrong. | Angold, A., Costello, E. J., Messer, S. C., Pickles, A., Winder, F., & Silver, D. (1995) The development of a short questionnaire for use in epidemiological studies of depression in children and adolescents. *International Journal of Methods in Psychiatric Research*, 5, 237 - 249. | WAVE 1 and 3 |

Life satisfaction	Environment and wellbeing	clifesat	21 (+ 1 quality control item = item 16)	The measure asks participants to rate on a sclae from 1 to 7 (1 = strongly disagree to 7 = strongly agree) 22 statements related to how they see their lives. The scale includes 5 subscales (but can also be used as a mean composite score indicating general life satisfaction): (a) Family satisfaction mean (items 5, 12, 13, 14); (b) Friends satisfaction mean (items 2, 7, 10, 17, 20); (c) School satisfaction mean (items 4, 6, 15, 18); (d) Living environment satisfaction mean (items 9, 19, 21, 22); (e) self-satisfaction mean (items 1, 3, 8, 11). The items included in the scale are: 1. I am fun to be around. 2. I have a bad time with my friends. 3. There are lots of things I can do well. 4. I learn a lot at school. 5. My family is better than most. 6. There are many	Huebner (1994). Preliminary development and validation of a multidimensional life satisfaction scale for children. Psychological Assessment, 6, 149-158.	WAVE 1 and 3

					things about school I don't like. 7. My friends will help me if I need it. 8. I like myself. 9. There are lots of fun things to do where I live. 10. My friends treat me well. 11. Most people like me. 12. I enjoy being at home with my family. 13. My family gets along well together. 14. My parents treat me fairly. 15. I like being in school. 16. Quality control item 17. I wish I had different friends. 18. I enjoy school activities. 19. I wish I lived in a different house. 20. I have enough friends. 21. I wish there were different people in my neighbourhood/area. 22. I like where I live.		

| HOME CHAOS | self-report/ home enviornment | cchaos | 6 | Participants are asked to rate the following six statements about their home environment on the following three-point scale 1 = not true, 2 = quite true; 3 = very true. 1. First thing in the day, we have a regular routine at home. **R** 2. You can't hear yourself think in our home. 3. It's a real „zoo" in our home. 4. We are usually able to stay on top of things. **R** 5. There is usually a television turned on somewhere in our home. 6. The atmosphere in our house is calm. **R** | Matheny et al (1995). Bringing order out of chaos: Psychometric characteristics of the Confusion, Hubbub and Order Scale, Journal of Applied Developmental Psychology, 16, 429 - 444. | WAVE 2 and 3 |

| Bullying | Self-report measure | cbully | 16 | Participants are asked to choose an option between NEVER (coded as "0") , JUST ONE TIME (coded as "1") and MORE THAN ONE TIME (coded as "3") answering the question: "How many times, during the last year, have you done these things?" The things are: 1. Punched another person. 2. Tried to get somebody in trouble with their friends. 3. . Called another person names. 4. Sent a nasty text to somebody. 5. Kicked another person. 6. Tried to turn another person's friends against them. 7. Made fun of another person because of their appearance. 8. Said something mean about somebody on a social networking site (like Facebook, Instagram) 9. Hurt someone physically in some way. 10. Refused to talk to another person. | Mynard, H., and Joseph, S. (2000). Development of the Multidimensional Peer-Victimization Scale. Aggressive Behavior, 26, 169-178. | WAVE 3 |

				11. Made fun of another person for some reason. 12. Wrote spiteful things about somebody in a chat room. 13. Beat another person up. 14. Made other people not talk to another person. 15. Swore at somebody. 16. Wrote nasty things to somebody using instant messenger (like Facebook Messenger, Whatsapp, Snapchat).		

| Victimization | Self-report measure | cvictim | 16 | Participants are asked to choose an option between NEVER (coded as "0") , JUST ONE TIME (coded as "1") and MORE THAN ONE TIME (coded as "3") answering the question: "How many times someone (excluding the members of my family) have done these things to me during the last year?" The things are: 1. Punched me. 2. Tried to get me into trouble with my friends. 3. Called me names. 4. Sent me a nasty text. 5. Kicked me. 6. Tried to turn my friends against me. 7. Made fun of me because of my appearance. 8. Said something mean about me on a social networking site (e.g., Instagram, Snapchat, Facebook wall). 9. Hurt me physically in some way. 10. Refused to talk to me. 11. Made fun of me for some reason. | Mynard, H., and Joseph, S. (2000). Development of the Multidimensional Peer-Victimization Scale. Aggressive Behavior, 26, 169-178. | WAVE 3 |

				12. Wrote spiteful things about me in a chat room. 13. Beat me up. 14. Made other people not talk to me. 15. Swore at me. 16. Wrote nasty things to me using instant messenger (e.g., Facebook Messenger, Whatsapp, Snapchat).		

| Eating Disorder Inventary | Self-report Measures | ceating ; ceating__d-anorexia ; ceating__d-bulimia ; ceating__d-binge | 12 | Participants are asked to choose between the options "NEVER" (coded as "1") , "RARELY" (coded as "2") , "SOMETIMES" (coded as "3") , "OFTEN" (coded as "4") , "USUALLY" (coded as "5") and "ALWAYS" (coded as "6") to describe how often they have the following eating behaviour: 1. I stuff myself with food 2. I think about dieting 3. I am terrified of gaining weight 4. I am preoccupied with the desire to be thinner 5. I think about bingeing (overeating) 6. I think my hips are too big 7. If I gain a pound, I worry that I will keep gaining 8. I have the thought of trying to vomit in order to lose weight 9. I think my buttocks are too large 10. I eat or drink in secrecy 11. I feel satisfied with my body height (R) | Mynard, H., and Joseph, S. (2000). Development of the Multidimensional Peer-Victimization Scale. Aggressive Behavior, 26, 169-178. | WAVE 3 |

				12. I would like to be more muscular After that participants are asked to answer the question: "Have you ever been diagnosed with one of these disorders?" (YES="1" ; NO="0" ; I prefer not to answer="99") The disturbs are anorexia, bulimia and binge eating disorder.		

| Alcohol use Scale | Health and Wellbeing | calcohol__q-Everdrank calcohol__q-Beer calcohol__q-Wine calcohol__q-Spirits calcohol__q-Howoften calcohol__q-Howmany | 6 | Participants are asked to answer the following questions about their alcohol consumption: • (**1**) Have you ever drunk alcohol? (coded in teh database as 1 = yes and 0 = no) (variable name: calcohol__q-Everdrank) those students who answered no skipped the following questions and were taken directly to the next questionnaire. Those who answered 'yes' were presented with the following 5 questions: (**2, 3, 4**) Think back over the last 30 days. How many full drinks (if any) of the following types of alcohol have you had? • Beer, lager (variable name: calcohol__q-Beer) • Wine (calcohol__q-Wine) • Spirits (include spirits mixedwith soft drinks) (calcohol__q-Spirits) [Scale: 0 (coded as '0'), 1-2 (coded as '1') / 3-5 (coded as '2') / 6-9(coded as '3') /10-19 (coded a '4') /20-39 | Adapted from ALSPAC 'Life of a 16+ Teenager' questionnaire. | WAVE 2 and 3 |

				(coded as '5')] (**5**) How often do you have a drink containing alcohol? (calcohol__q-Howoften) [Scale: Never (coded as '0') / Monthly or less 2-4 times a month (coded as '1') / 2-3 times a week (coded as '2') / 4 or more times a week(coded as '3') (**6**) How many drinks do you drink on a typical day when you are drinking? (calcohol__q-Howmany) [Scale: 1 or 2(coded as '1') / 3 or 4 (coded as '2') /5 or 6 (coded as '3') /7,8 or 9 (coded as '4') /10 or more(coded as '5')].		

| Tobacco use scale | Health and Wellbeing | csmok | 8 | The scale asks 8 questions about smoking behaviour. Some are yes/no questions whereas some others are rated on a scale. The questions asked are the following: (1) Have you ever smoked a cigarette (including roll-ups)?(coded in the database as 1 = yes and 0 = no) (variable name: csmok__q-Eversmok) those students who answered no skipped the following questions and were taken directly to the next questionnaire. Those who answered 'yes' were presented with the following 7 questions: (2) How many cigarettes have you smoked, in total, in your lifetime? (csmok__q-Lifecig) [Scale: Less than 5 (coded as '1') / 5-19 (coded as '2') /20-49 (coded as '3') /50-99 (coded as '4') /100 or more (coded as '5') (3) How old were you | Adapted from ALSPAC 'Life of a 16+ Teenager' questionnaire. | WAVE 2 and 3 |

					when you first smoked a cigarette? (csmok__q-Howold) [open answer allowed a maximum length of 2 digits] (4) Have you smoked any cigarettes in the last 12 months? (csmok__q-Daycig) [coded as YES = 1 /NO = 0] if participants answered 'no' they were discontinued and redirected to the following questionnaire, if they answered 'yes', they were asked the follwing 3 questions: (5) Do you smoke every week? (csmok__q-Weekcig) [coded as YES = 1 /NO = 0] if partcipants answered 'no' they were redirected to the following questionnaire, if they answered 'yes', they were asked the following questions: (6) If you smoke every week, how many cigarettes do you smoke on average per week? (csmok__q-Cigweek) [free answer, maximum space allowed 3 digits]		

				(7) Do you smoke every day? (csmok__q-Days) [coded as YES = 1 /NO = 0] if partcipants answered 'no' they were redirected to the following questionnaire, if they answered 'yes', they were asked the following question: (8)If you smoke every day, how many cigarettes do you smoke on average a day? (csmok__q-Cigday) [free anwer, maximum space allowed 3 digits].		

GENERAL INFORMATION AND SOCIOECONOMIC STATUS

GENERAL INFORMATION AND SOCIOECONOMIC STATUS WAVE 3							
Measure	**Category**		**N of items**	**Description of measure**	**Reference**	**Measure included in other studies**	**Included in MILES at the following waves:**
Age in years	general information	cginfo__q-age	1	Participants are asked for their age in years, for example 15	Taken from the INVALSI test questionnaire	Yes	EVERY COLLECTION WAVE
Date of birth	general information	cdob	3	partecipants are also asked for their date of birth. First of all the year of birth is required (cdob__background-year), then the month (cdob__background-month) and the day (cdob__background-	Taken from the INVALSI test questionnaire	Yes	EVERY COLLECTION WAVE

				day)			
Sex	general information	cginfo__q-sex	1	Participants are asked about their sex at birth, and the sex is coded in the main database as "f" for females and "m" for males. Recoded to male =1 and female = 2	Taken from the INVALSI test questionnaire	Yes	EVERY COLLECTION WAVE
Nationality	general information	cginfo__q-nationality	1	Students are asked about their nationality with the following question: "Where were you born?" and students had to select one option from a dropdown menu: (a) Italy (coded in the database as "Ita"); (b) another Country in the European Union (coded as "Eu"); (c) another European Country NOT in the European Union (coded as "EuroNotEu"); and (d) another Country (coded as "other").	Taken from the INVALSI test questionnaire	Yes	EVERY COLLECTION WAVE

				Ita = 1, Eu = 2, EuroNotEu = 3, other = 4			
Main language spoken at home	general information	cginfo__q-langhome	1	Students were asked to report the main language they spoke at home choosing from the following option in a dropdown menu: (a) Italian (coded in the original database as "Ita") (b) another language (coded in the original database as "otherlang"). 1 = Italian 2 = other language	Taken from the INVALSI test questionnaire PISA (OECD Programme for International Student Assessment): www.pisa.oecd.org.	Yes	EVERY COLLECTION WAVE
Main other language spoken at home	general information	cginfo__q-otherlanghome	1	Students were asked to report which other main language they spoke at home but if they spoke Italian as the main one, they were asked to skip this question. Participants could select from the following dropdown menu: (a) English	Taken from the INVALSI test questionnaire PISA (OECD Programme for International Student Assessment): www.pisa.oecd.org.	Yes	EVERY COLLECTION WAVE

				(coded in the database as "English", (b) Chinese (coded in the database as "Chinese"; (c) Another European language (coded as "OtherEUlang"); (d) another Asian language (coded as "OtherASIAlang"); (e) Dialect (coded as "Dialect"); and (f) Another language (coded as "other").			
Maternal education level	SES	cses__q-medu	1	Participants were asked to report the highest educational qualification obtained by their mother (or mother-like figure) . Participants could select one of the following options: (1) Primary school (coded in the database as "primary school") =1 (2) Secondary School (coded as "secondary school") =2 (3) Three-year	PISA (OECD Programme for International Student Assessment): www.pisa.oecd.org.	TEDS	WAVE 1 and 3

| | | | | professional qualification (coded as "professional qualification") =3 (4) High school diploma (coded as "high school") 4 (5) Certificate of higher education different from an undergraduate degree (e.g. fine arts academy or conservatoire) (coded as "art music school") =5 (6) Degree (coded as "Degree") = 5 (7) Doctorate (coded as "PhD") = 6 (8) I don't know (coded as " not known") = 0 | | | |

Paternal education level	SES	cses__q-pedu	1	Participants were asked to report the highest educational qualification obtained by their father (or father-like figure) . Participants could select one of the following options: (1) Primary school (coded in the database as "primary school") (2) Secondary School (coded as "secondary school") (3) Three-year professional qualification (coded as "professional qualification") (4) High school diploma (coded as "high school") (5) Certificate of higher education different from an undergraduate degree (e.g. fine arts academy or conservatoire) (coded as "art music school") (6) Degree (coded as	PISA (OECD Programme for International Student Assessment): www.pisa.oecd.org.	TEDS	WAVE 1 and WAVE 3

				"Degree") (7) Doctorate (coded as "PhD") (8) I don't know (coded as " not known")			
Maternal occupation status	SES	cses__q-moccup	1	Participants were asked to select their mother's occupation from the options below: Unemployed (coded in the database as "unemployed") = 1 Family manager (coded as "housewife") =1 Manager, Director, University Lecturer, high ranking military official (coded as "Director professor") =6 Large Business owner, large farm owner (coded as "owner large	PISA (OECD Programme for International Student Assessment): www.pisa.oecd.org.	TEDS	WAVE 1 and WAVE 3

| | | | | business") 7
Highly skilled employee or freelance (e.g. researcher, psychologist, medical doctor, lawyer, police commissioner, designer) (coded as "professional freelance") = 5
Small business owner (e.g. shop owner, carpenter, mechanic, tailor) (coded as: "small business owner") =4
Teacher, office worker, military employee (coded as "teacher office worker") = 3
Factory worker, technician, nurse, waiter/waitress (coded as ""nurse waitress") =2
I don't know (coded as 'not known') = 0 | | | |

Paternal occupation status	SES	cses__q-poccup	1	Participants were asked to select their father's occupation from the options below: Unemployed (coded in the database as "unemployed") =1 Family manager (coded as "househusband") =1 Manager, Director, University Lecturer, high ranking military official (coded as "Director professor") = 6 Large Business owner, large farm owner (coded as "owner large business") = 7 Highly skilled employee or freelance (e.g. researcher, psychologist, medical doctor, lawyer, police commissioner, designer) (coded as "professional freelance") = 5 Small business owner (e.g. shop	PISA (OECD Programme for International Student Assessment): www.pisa.oecd.org.	TEDS	WAVE 1 and 3

				owner, carpenter, mechanic, tailor) (coded as: "small business owner") = 4 Teacher, office worker, military employee (coded as "teacher office worker") = 3 Factory worker, technician, nurse, waiter/waitress (coded as ""nurse waitress") =2 I don't know (coded as 'not known') =0			
household income	SES	cses__q-income	1	Participants are aked to estimate their families' monthly economic income. They can select the following options: under 1000 euros per month (coded as "1") ; between 1000 and 2000 euros per month (coded as "2") ; between 2000 and 3000 euros (coded as "3") ; between 3000 and 4000 euros (coded	Designed by the MILES team	No	WAVE 3

				as "4") ; between 4000 and 5000 euros (coded as "4") ; between 5000 and 6000 euros (coded as "5") ; over 6000 euros (coded as "6") ; don't know (coded as "not known")			
living arrangement	SES	cses__q-living	1	Participants have to answer to the question: "Who do you live with?" The options that they can choose are: mom and dad in the same house (coded as "1"); mom and dad in different houses (coded as "2") ; mostly with mom (coded as "3") ; mostly with dad (coded as "4") ; with another relative (coded as "5") ; with my adopted family (coded as "6") ; other (coded as "7").	Designed by the MILES team	No	WAVE 3

| Foreign language information | general information | cl2info__q-whichl2 cl2info__q-l21gradewritten cl2info__q-l21gradeoral cl2info__q-secondl2 cl2info__q-whichsecondl2 cl2info__q-l22gradewritten cl2info__q-l22gradeoral cl2info__q-thirdl2 cl2info__q-whichthirdl2 cl2info__q-l23gradewritten cl2info__q-l23gradeoral | 11 | These items are designed to know more about the foreign languages that students are studying. The first question asks about which foreign language do students study as their main second language. Participants can choose from the following options: English (coded as "en"); French (coded as "fr"); German (coded as "ge"); Spanish (coded as "sp"); Chinese (coded as "ch") or Another language (coded as "other"). The following questions ask which ORAL and WRITEN marks did the student take at the end of the first 4 moths period. Scores range from 4 (which is 4 or less than 4) to 10 (the highest mark). The | Designed by the MILES team | No | WAVE 1 and WAVE 2 (extended for WAVE 3) |

| | | | | following question asks whether students are studying more than one foreign language in school and it is a yes (coded as "y") or no (coded as "n") answer. The following question (cl2info__q-whichsecondl2) asks participants to select which additional second language they are studying in school from the following options: English (coded as "en"); French (coded as "fr"); German (coded as "ge"); Spanish (coded as "sp"); Chinese (coded as "ch") ; Latino e Greco (coded as "latin") or Another language (coded as "other"). The following question asks the mark that the students got in their | | | |

				second foreign language at the end of the first 4 months-school period. Scores range from 4 (4 or less then 4) to 10. The votes are divided into Oral and Written.The following question asks the students whether they study a third foreign language. The answer can be yes (coded as "y") or not (coded as "n"). Then they are asked to select which third foreign language they are studying. The options are the same of cl2info__q-whichsecondl2. The last two questions asks the oral and written marks that the students got at the end of the first 4 months-school period in their third foreign language.			

| siblings | general information | csiblings__q-sibs / csiblings__q-brothers / csiblings__q-brothersage / csiblings__q-sisters / csiblings__q-sistersage / csiblings__q-twin / csiblings__q-twinzyg | **7** | The questions ask the students about their siblings' situation: first of all if they are only child or not (yes="y"; no="n"); then how many brothers have they got (options are "1", "2", "3" or "more than 3") and if their brothers are older or younger than them(options are "older"; "younger" and "olderandyounger"). Same questions and options are asked for the sisters.The last two questions ask if they have a twin (yes= "y"; no="n") and if the twin is monozygotic (MZ) or dizygotic. (DZ) | Designed by the MILES team | Yes | WAVE 2 and 3 |