

Exhibit E-5. Fourth-grade teacher questionnaire —Continued

22

The following list includes the main topics addressed by the TIMSS mathematics test. Choose the response that best describes when the fourth-grade students in the TIMSS class have been taught each topic. If a topic was taught half this year but not yet completed, please choose “Mostly taught this year.” If a topic is not in the curriculum, please choose “Not yet taught or just introduced.”

Fill in **one** circle for each row

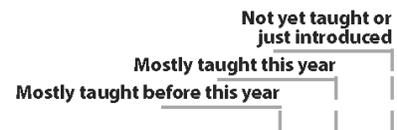
	Mostly taught before this year	Mostly taught this year	Not yet taught or just introduced
<b>A. Number</b>			
a) Representing whole numbers using words, diagrams, or symbols .....	①	②	③
b) Whole numbers including place value and ordering .....	①	②	③
c) Computation with whole numbers .....	①	②	③
d) Multiples and factors of numbers .....	①	②	③
e) Estimation with whole numbers .....	①	②	③
f) Problems involving proportions .....	①	②	③
g) Fractions (parts of a whole or a collection, location on a number line).....	①	②	③
h) Equivalent fractions .....	①	②	③
i) Comparing and ordering simple fractions .....	①	②	③
j) Fractions represented by words, numbers, or models .....	①	②	③
k) Adding and subtracting simple fractions .....	①	②	③
l) Decimal place value including writing decimals using words and numbers .....	①	②	③
m) Adding and subtracting with decimals .....	①	②	③
n) Finding the missing number in a number sentence (e.g., if $17 + \underline{\quad} = 29$ , what number would go in the blank to make the number sentence true?) .....	①	②	③
o) Model simple situations involving unknowns with expressions or number sentences .....	①	②	③
p) Extending patterns and finding missing terms in them.....	①	②	③
q) Describing relationships between adjacent terms in a sequence .....	①	②	③
r) Generating pairs of numbers following a given rule (e.g., multiply the first number by 3 and add 2 to get the second number) .....	①	②	③
s) Finding a rule for a relationship given some pairs of numbers which satisfy the relationship.....	①	②	③

**Exhibit E-5. Fourth-grade teacher questionnaire —Continued**

**22 Continued**

The following list includes the main topics addressed by the TIMSS mathematics test. Choose the response that best describes when the fourth-grade students in the TIMSS class have been taught each topic. If a topic was taught half this year but not yet completed, please choose “Mostly taught this year.” If a topic is not in the curriculum, please choose “Not yet taught or just introduced.”

Fill in **one** circle for each row



**B. Geometric Shapes and Measures**

- a) Measuring and estimating lengths ..... ① -- ② -- ③
- b) Parallel and perpendicular lines ..... ① -- ② -- ③
- c) Comparing angles by size and drawing angles (e.g., a right angle, angles larger or smaller than a right angle) ..... ① -- ② -- ③
- d) Elementary properties of common geometric shapes ..... ① -- ② -- ③
- e) Recognizing relationships between three-dimensional shapes and their two-dimensional representations ..... ① -- ② -- ③
- f) Calculating areas and perimeters of squares and rectangles of given dimensions ..... ① -- ② -- ③
- g) Finding areas by covering with a given shape or counting squares ..... ① -- ② -- ③
- h) Estimating areas and volumes ..... ① -- ② -- ③
- i) Using informal coordinate systems to locate points in a plane ..... ① -- ② -- ③
- j) Figures with line symmetry ..... ① -- ② -- ③
- k) Reflections and rotations ..... ① -- ② -- ③

**C. Data Display**

- a) Reading data from tables, pictographs, bar graphs, or pie charts ..... ① -- ② -- ③
- b) Comparing information from related data sets, (e.g., given graphs showing the favorite flavors of ice cream in different classes, identify the class with chocolate as the most popular flavor) ..... ① -- ② -- ③
- c) Using information from data displays to answer questions that go beyond directly reading the data displayed (e.g., by performing computations, drawing conclusions and making predictions) ..... ① -- ② -- ③
- d) Comparing and matching different representations of the same data ..... ① -- ② -- ③
- e) Organizing and displaying data using tables, pictographs, bar graphs, or pie charts ..... ① -- ② -- ③

**Exhibit E-5. Fourth-grade teacher questionnaire —Continued**

**23** \_\_\_\_\_

**Do you assign mathematics homework to the fourth-grade students in the TIMSS class?**

No  
Yes

Fill in **one** circle only ----- ① --- ②

If **No**, please go to question **26** →

**24** \_\_\_\_\_

**How often do you usually assign mathematics homework to the fourth-grade students in the TIMSS class?**

*Fill in one circle only*

Every or almost every lesson ----- ①

About half the lessons ----- ②

Some lessons ----- ③

**25** \_\_\_\_\_

**When you assign mathematics homework to the fourth-grade students in the TIMSS class, about how many minutes do you usually assign? (Consider the time it would take an average student in your class to complete the assignment.)**

*Fill in one circle only*

Fewer than 15 minutes ----- ①

15-30 minutes ----- ②

31-60 minutes ----- ③

61-90 minutes ----- ④

More than 90 minutes ----- ⑤

**26** \_\_\_\_\_

**In your view, to what extent do the following limit how you teach mathematics to the TIMSS class?**

*Fill in one circle for each row*

A lot  
Some  
A little  
Not at all  
Not applicable

- a) Students with different academic abilities ----- ① -- ② -- ③ -- ④ -- ⑤
- b) Students who come from a wide range of backgrounds (e.g., economic, language) - ① -- ② -- ③ -- ④ -- ⑤
- c) Students with special needs, (e.g., hearing, vision, speech impairment, physical disabilities, mental or emotional/psychological impairment) ----- ① -- ② -- ③ -- ④ -- ⑤
- d) Uninterested students ① -- ② -- ③ -- ④ -- ⑤
- e) Disruptive students -- ① -- ② -- ③ -- ④ -- ⑤

**27** \_\_\_\_\_

**In the past two years, have you participated in professional development in any of the following?**

*Fill in one circle for each row*

No  
Yes

- a) Mathematics content ----- ① --- ②
- b) Mathematics pedagogy/instruction ----- ① --- ②
- c) Mathematics curriculum ----- ① --- ②
- d) Integrating information technology into mathematics ----- ① --- ②
- e) Improving students' critical thinking or problem solving skills ----- ① --- ②
- f) Mathematics assessment ----- ① --- ②

**THIS PAGE LEFT INTENTIONALLY BLANK**

**Exhibit E-5. Fourth-grade teacher questionnaire —Continued**

**About Teaching Science**

If you **do not** teach science to students in the class identified on the cover of this questionnaire, please **STOP HERE**. If you **do teach** science to students in the class identified on the cover of this questionnaire, please **continue**.

**28**

**How well prepared do you feel to teach the following science topics?**

Fill in **one** circle for each row


**A. Life Science**

- a) Major body structures and their functions in humans and other organisms (plants and animals) ----- ① -- ② -- ③ -- ④
- b) Reproduction and development in plants and animals (passing on of general characteristics; life cycles of familiar organisms) ----- ① -- ② -- ③ -- ④
- c) Physical features, behavior, and survival of organisms living in different environments ----- ① -- ② -- ③ -- ④
- d) Relationships in a living community (e.g., simple food chains, predator-prey relationships) - ① -- ② -- ③ -- ④
- e) Changes in environments (effects of human activity, pollution and its prevention) ----- ① -- ② -- ③ -- ④
- f) Human health (e.g., transmission/prevention of communicable diseases, signs of health/illness, diet, exercise) ----- ① -- ② -- ③ -- ④

**B. Physical Science**

- a) Classification of objects/materials based on physical properties (e.g., mass, shape, volume, color, hardness, texture, heat/electrical conductivity, magnetic attraction)- ----- ① -- ② -- ③ -- ④
- b) Forming and separating mixtures ----- ① -- ② -- ③ -- ④
- c) States of matter (solids, liquids, gases) and differences in their physical properties (shape, volume), including changes in state of matter by heating and cooling (melting, freezing, boiling, evaporating, condensation) ----- ① -- ② -- ③ -- ④
- d) Familiar changes in materials (e.g., decaying of animal/plant matter, burning, rusting, cooking) ----- ① -- ② -- ③ -- ④
- e) Common energy sources/forms and their practical uses (e.g., wind, sun, electricity, burning fuel, moving water, food)----- ① -- ② -- ③ -- ④
- f) Light (e.g. sources and behavior)- ----- ① -- ② -- ③ -- ④
- g) Electrical circuits----- ① -- ② -- ③ -- ④
- h) Properties of magnets ----- ① -- ② -- ③ -- ④
- i) Forces that cause objects to move (e.g., gravity, push/pull forces) ----- ① -- ② -- ③ -- ④

**C. Earth Science**

- a) Features of Earth’s landscape (e.g., mountains, plains, rivers, deserts) ----- ① -- ② -- ③ -- ④
- b) Water on Earth (location, types, and movement) ----- ① -- ② -- ③ -- ④
- c) Air (composition, proof of its existence, uses, and importance for supporting life) ----- ① -- ② -- ③ -- ④
- d) Common features of Earth’s landscape (e.g., mountains, plains, rivers, deserts) and relationship to human use (e.g., farming, irrigation, land development)- ----- ① -- ② -- ③ -- ④
- e) Weather conditions from day to day or over the seasons ----- ① -- ② -- ③ -- ④
- f) Fossils of animals and plants (age, formation) ----- ① -- ② -- ③ -- ④
- g) Earth’s solar system (planets, sun, moon) ----- ① -- ② -- ③ -- ④

Exhibit E-5. Fourth-grade teacher questionnaire —Continued

### Teaching Science to the TIMSS Class

Questions 29-40 refer to the TIMSS class. Remember, “the TIMSS class” is the class which is identified on the cover of this questionnaire, and which will be tested as part of TIMSS 2007 in your school.

29

A. How many students are in the TIMSS class for science?

\_\_\_\_\_   
 Write in the number of students

B. How many students in Question 29A are in the fourth grade ?

\_\_\_\_\_   
 Write in the number of fourth grade students

30

Is science taught mainly as a separate subject (i.e., not integrated with other subjects) to the fourth-grade students in the TIMSS class?

Yes No   
 \_\_\_\_\_ ① ②   
 Fill in **one** circle only

A. If YES...

How many minutes per week do you teach science to the fourth-grade students in the TIMSS class?

\_\_\_\_\_   
 Write in the number of minutes per week

B. If NO...

Please estimate the number of minutes per week that you spend on science topics with the fourth-grade students in the TIMSS class.

\_\_\_\_\_   
 Write in the number of minutes per week

31

A. Do the fourth-grade students in the TIMSS class have computer(s) available to use when you are teaching science? Do not include calculators.

Yes No   
 \_\_\_\_\_ ① ②   
 Fill in **one** circle only

If **No**, please go to question 33 

B. Do any of the computer(s) have access to the Internet?

Yes No   
 \_\_\_\_\_ ① ②   
 Fill in **one** circle only

32

In teaching science to the fourth-grade students in the TIMSS class, how often do you have students use a computer for the following activities?

Fill in **one** circle for each row

- |  | Every or almost every lesson | About half the lessons | Some lessons | Never |
|--|------------------------------|------------------------|--------------|-------|
| a) Do scientific procedures or experiments     | _____                        | _____                  | _____        | _____ |
| b) Study natural phenomena through simulations | _____                        | _____                  | _____        | _____ |
| c) Practice skills and procedures              | _____                        | _____                  | _____        | _____ |
| d) Look up ideas and information               | _____                        | _____                  | _____        | _____ |

**Exhibit E-5. Fourth-grade teacher questionnaire —Continued**

**33**

**In teaching science to the fourth-grade students in the TIMSS class, how often do you usually ask them to do the following?**

*Fill in **one** circle for each row*

- |  | Every or almost every lesson | About half the lessons | Some lessons | Never |
|--|------------------------------|------------------------|--------------|-------|
| a) Observe natural phenomena such as the weather or a plant growing and describe what they see ----- | ①                            | ②                      | ③            | ④     |
| b) Watch me do a science experiment -----  | ①                            | ②                      | ③            | ④     |
| c) Design or plan experiments or projects -----  | ①                            | ②                      | ③            | ④     |
| d) Do experiments or projects -----  | ①                            | ②                      | ③            | ④     |
| e) Work together in small groups on experiments or projects -----                                    | ①                            | ②                      | ③            | ④     |
| f) Read their textbooks or other resource materials -----  | ①                            | ②                      | ③            | ④     |
| g) Have students memorize facts and principles -----   | ①                            | ②                      | ③            | ④     |
| h) Give explanations about something they are studying -----   | ①                            | ②                      | ③            | ④     |
| i) Relate what they are learning in science to their daily lives -----                               | ①                            | ②                      | ③            | ④     |
| j) Work individually at their own pace -----   | ①                            | ②                      | ③            | ④     |

**34**

**By the end of this school year, approximately what percentage of teaching time will you have spent during this school year on each of the following science content areas for the fourth-grade students in the TIMSS class?**

*Write in the percent  
The total should add to 100%*

- a) Life science (includes environmental issues) ----- %
- b) Physical science (includes topics in physics and chemistry) ----- %
- c) Earth science (includes Earth and the solar system) ----- %
- d) Other, please specify:  
----- %
- Total** ----- 100%

**35**

**A. Do you use a textbook(s) in teaching science to the fourth-grade students in the TIMSS class?**

- |   | Yes | No |
|---|-----|----|
| <i>Fill in <b>one</b> circle only</i> ----- | ①   | ②  |

*If No, please go to question 36*

**B. How do you use a textbook(s) in teaching science to the fourth-grade students in the TIMSS class?**

*Fill in **one** circle only*

- As the primary basis for my lessons ----- ①
- As a supplementary resource ----- ②

**Exhibit E-5. Fourth-grade teacher questionnaire —Continued**

**36**

The following list includes the main topics addressed by the TIMSS science test. Choose the response that best describes when the fourth-grade students in the TIMSS class have been taught each topic. If a topic was taught half this year but not yet completed, please choose “Mostly taught this year.” If a topic is not in the curriculum, please choose “Not yet taught or just introduced.”

Fill in **one** circle for each row

	Not yet taught or just introduced		
	Mostly taught this year		
	Mostly taught before this year		

**A. Life Science**

- |   |   |    |   |    |   |
|---|---|----|---|----|---|
| a) Types, characteristics, and classification of living things .....  | ① | -- | ② | -- | ③ |
| b) Major body structures and their function in humans and other organisms (plants and animals) .....                                    | ① | -- | ② | -- | ③ |
| c) General steps in the life cycle of familiar organisms (e.g., humans, butterflies, frogs, plants) .....                               | ① | -- | ② | -- | ③ |
| d) Plant and animal reproduction (passing on of general characteristics) .....  | ① | -- | ② | -- | ③ |
| e) Physical features, behavior, and survival of plants and animals in different environments .....                                      | ① | -- | ② | -- | ③ |
| f) Bodily actions in response to outside conditions (e.g., heat, cold, danger) and activities (e.g., exercise) .....                    | ① | -- | ② | -- | ③ |
| g) Energy requirements of plants and animals (energy from the sun to make food and to provide energy for growth and repair) .....       | ① | -- | ② | -- | ③ |
| h) Relationships in a living community (e.g., simple food chains using common plants and animals and predator-prey relationships) ..... | ① | -- | ② | -- | ③ |
| i) Changes in environments (effects of human activity, pollution and its prevention) .....  | ① | -- | ② | -- | ③ |
| j) Ways that common communicable diseases (e.g., colds, influenza) are transmitted; signs, prevention, and treatment of illness .....   | ① | -- | ② | -- | ③ |
| k) Ways of maintaining good health, including diet and exercise .....   | ① | -- | ② | -- | ③ |

**Exhibit E-5. Fourth-grade teacher questionnaire —Continued**

**36 Continued**

The following list includes the main topics addressed by the TIMSS science test. Choose the response that best describes when the fourth-grade students in the TIMSS class have been taught each topic. If a topic was taught half this year but not yet completed, please choose “Mostly taught this year.” If a topic is not in the curriculum, please choose “Not yet taught or just introduced.”

Fill in **one** circle for each row

	Not yet taught or just introduced	
	Mostly taught this year	
	Mostly taught before this year	

**B. Physical Science**

- |   |   |    |   |    |   |
|---|---|----|---|----|---|
| a) Classification of objects and materials based on physical properties .....   | ① | -- | ② | -- | ③ |
| b) Properties and uses of metals .....  | ① | -- | ② | -- | ③ |
| c) Forming and separating mixtures .....  | ① | -- | ② | -- | ③ |
| d) Properties and uses of water .....   | ① | -- | ② | -- | ③ |
| e) States of matter (solids, liquids, and gases) and differences in their<br>physical properties in terms of shape and volume .....         | ① | -- | ② | -- | ③ |
| f) Changes in state of matter by heating and<br>cooling (melting, freezing, boiling, evaporation, condensation) .....                       | ① | -- | ② | -- | ③ |
| g) Familiar changes in materials (e.g., decaying of animal/plant matter, burning, rusting, cooking) ---                                     | ① | -- | ② | -- | ③ |
| h) Common energy sources/forms and their practical uses<br>(e.g., wind, sun, electricity, burning fuel, water wheel, food) .....            | ① | -- | ② | -- | ③ |
| i) Heat flow and temperature .....  | ① | -- | ② | -- | ③ |
| j) Common sources of light and related phenomena (e.g., formation<br>of rainbows and shadows, visibility of objects, mirrors, colors) ..... | ① | -- | ② | -- | ③ |
| k) Production of sound by vibrations .....  | ① | -- | ② | -- | ③ |
| l) Electrical circuits .....  | ① | -- | ② | -- | ③ |
| m) Magnets (north and south poles, magnetic attraction, and repulsion) .....  | ① | -- | ② | -- | ③ |
| n) Forces that cause objects to move (e.g., gravity, push/pull forces) .....  | ① | -- | ② | -- | ③ |

**Exhibit E-5. Fourth-grade teacher questionnaire —Continued**

**36 Continued**

The following list includes the main topics addressed by the TIMSS science test. Choose the response that best describes when the fourth-grade students in the TIMSS class have been taught each topic. If a topic was taught half this year but not yet completed, please choose "Mostly taught this year." If a topic is not in the curriculum, please choose "Not yet taught or just introduced."

Fill in *one* circle for each row

	Mostly taught before this year	Mostly taught this year	Not yet taught or just introduced
--	--------------------------------	-------------------------	-----------------------------------

**C. Earth Science**

- |  |   |   |   |
|--|---|---|---|
| a) Rocks, minerals, sand, and soil .....   | ① | ② | ③ |
| b) Water on Earth (location, types, and movement) .....  | ① | ② | ③ |
| c) Air (composition, proof of its existence, uses, and importance for supporting life) .....   | ① | ② | ③ |
| d) Common features of the Earth's landscape (e.g., mountains, plains, rivers, deserts) and relationship to human use (e.g., farming, irrigation, land development) ..... | ① | ② | ③ |
| e) Use and conservation of Earth's natural resources .....   | ① | ② | ③ |
| f) Earth's water cycle (water flowing in rivers from mountains to sea, cloud formation and precipitation) .....  | ① | ② | ③ |
| g) Weather conditions from day to day or over the seasons .....  | ① | ② | ③ |
| h) Fossils of animals and plants (age, formation) .....  | ① | ② | ③ |
| i) Earth's solar system (planets, sun, moon) .....   | ① | ② | ③ |
| j) Earth's rotation on its axis (e.g., day and night, appearance of shadows) .....   | ① | ② | ③ |

**Exhibit E-5. Fourth-grade teacher questionnaire —Continued**

**37** \_\_\_\_\_

**Do you assign science homework to the fourth-grade students in the TIMSS class?**

Yes \_\_\_\_\_ No \_\_\_\_\_  
 Fill in **one** circle only ----- ① ----- ②

**If No, please go to question 40** →

**38** \_\_\_\_\_

**How often do you usually assign science homework to the fourth-grade students in the TIMSS class?**

Fill in **one** circle only  
 Every or almost every lesson ----- ①  
 About half the lessons ----- ②  
 Some lessons ----- ③

**39** \_\_\_\_\_

**When you assign science homework to the fourth-grade students in the TIMSS class, about how many minutes do you usually assign? (Consider the time it would take an average student in your class to complete the assignment.)**

Fill in **one** circle only  
 Fewer than 15 minutes ----- ①  
 15-30 minutes ----- ②  
 31-60 minutes ----- ③  
 61-90 minutes ----- ④  
 More than 90 minutes ----- ⑤

**40** \_\_\_\_\_

**In your view, to what extent do the following limit how you teach science to the TIMSS class?**

Fill in **one** circle for each row  
 Not applicable | Not at all | A little | Some | A lot

- a) Students with different academic abilities ----- ① -- ② -- ③ -- ④ -- ⑤
- b) Students who come from a wide range of backgrounds (e.g., economic, language) - ① -- ② -- ③ -- ④ -- ⑤
- c) Students with special needs, (e.g., hearing, vision, speech impairment, physical disabilities, mental or emotional/psychological impairment) ----- ① -- ② -- ③ -- ④ -- ⑤
- d) Uninterested students ① -- ② -- ③ -- ④ -- ⑤
- e) Disruptive students -- ① -- ② -- ③ -- ④ -- ⑤

**41** \_\_\_\_\_

**In the past two years, have you participated in professional development in any of the following?**

- Fill in **one** circle for each row
- Yes \_\_\_\_\_ No \_\_\_\_\_
- a) Science content ----- ① ----- ②
  - b) Science pedagogy/instruction ----- ① ----- ②
  - c) Science curriculum ----- ① ----- ②
  - d) Integrating information technology into science ----- ① ----- ②
  - e) Improving students' critical thinking or inquiry skills ----- ① ----- ②
  - f) Science assessment ----- ① ----- ②

**Thank You**  
for completing  
this questionnaire



# Teacher Questionnaire

Grade 4



## General Directions

Your school has kindly agreed to participate in TIMSS 2007, a large international study of student learning in mathematics and science in more than 60 countries around the world. Sponsored by the International Association for the Evaluation of Educational Achievement (IEA), TIMSS (Trends in International Mathematics and Science Study) is measuring trends in student achievement and studying differences in national education systems in order to help improve the teaching and learning of mathematics and science worldwide.

As part of the study, students in a nationwide sample of eighth-grade classes in the United States will complete the TIMSS mathematics and science tests. This questionnaire is addressed to teachers who teach mathematics to these students, and seeks information about teachers' academic and professional background, instructional practices, and attitudes toward teaching mathematics. As a teacher of mathematics to students participating in TIMSS, your responses to these questions are very important in helping to describe mathematics education in the United States.

Some of the questions in this questionnaire refer specifically to students in the "TIMSS class." This is the class that is identified on the cover of this questionnaire, and that will be tested as part of TIMSS 2007 in your school. It is important that you answer each question carefully so that the information that you provide reflects your situation as accurately as possible.

Please set aside a time and place where you will be able to complete this questionnaire without being interrupted. This should require no more than 45 minutes. To make it as easy as possible for you to respond, most questions may be answered simply by checking or filling in the appropriate circle.

Once you have completed the questionnaire, place it in the return envelope provided and return it to: The TIMSS School Coordinator

Thank you very much for the time and effort you have put into responding to this questionnaire.

If you have already completed Questions 1 through 12 in another TIMSS Mathematics Teacher Questionnaire, please **skip to Question 13** in this Questionnaire.

## Background Information

### 1 \_\_\_\_\_

How old are you?

Fill in **one** circle only

- Under 25 ----- ①
- 25–29 ----- ②
- 30–39 ----- ③
- 40–49 ----- ④
- 50–59 ----- ⑤
- 60 or older ----- ⑥

### 2 \_\_\_\_\_

Are you female or male?

Fill in **one** circle only

- Female ----- ①
- Male ----- ②

### 3 \_\_\_\_\_

By the end of this school year, how many years will you have been teaching altogether? Do not include substitute or student teaching.

\_\_\_\_\_ *Number of years you have taught full time*

\_\_\_\_\_ *Number of years you have taught part time*

## Preparation to Teach

### 4 \_\_\_\_\_

What is the highest level of formal education you have completed?

Fill in **one** circle only

- Did not complete high school ----- ①
- Completed high school ----- ②
- Completed a vocational/technical certificate after high school ----- ③
- Completed an Associate's degree (AA) in a vocational/technical program ----- ④
- Completed an academic Associate's or Bachelor's degree ----- ⑤
- Completed an academic Master's degree, post-graduate certificate program (e.g., teaching) or first professional degree (e.g., law, medicine, dentistry) ----- ⑥
- Completed a doctorate (Ph.D. or Ed.D.) ----- ⑦

### 5 \_\_\_\_\_

During your college or university education, what was your **major** or **main** area(s) of study?

Fill in **one** circle for each row

- |                            |         |       |       |
|----------------------------|---------|-------|-------|
|                            | Major   | Minor | No    |
|                            |         |       |       |
| a) Education - Mathematics | ----- ① | -- ②  | --- ③ |
| b) Mathematics             | ----- ① | -- ②  | --- ③ |
| c) Education - Science     | ----- ① | -- ②  | --- ③ |
| d) Science                 | ----- ① | -- ②  | --- ③ |
| e) Education - Secondary   | ----- ① | -- ②  | --- ③ |
| f) Education - Other       | ----- ① | -- ②  | --- ③ |
| g) Other                   | ----- ① | -- ②  | --- ③ |

### 6 \_\_\_\_\_

Do you have a teaching license or certificate?

- |                                |         |       |
|--------------------------------|---------|-------|
|                                | Yes     | No    |
|                                |         |       |
| Fill in <b>one</b> circle only | ----- ① | --- ② |

## Preparation to Teach (Continued)

7

How well prepared do you feel you are to teach the following topics?

Fill in **one** circle in each row

	Not well prepared	Somewhat prepared	Very well prepared	Not applicable
	①	②	③	④
<b>A. Number</b>				
a) Computing, estimating or approximating with whole numbers .....	①	②	③	④
b) Representing decimals and fractions using words, numbers, or models (including number lines) .....	①	②	③	④
c) Computing with fractions and decimals .....	①	②	③	④
d) Representing, comparing, ordering, and computing with integers .....	①	②	③	④
e) Problem solving involving percents and proportions .....	①	②	③	④
<b>B. Algebra</b>				
a) Numeric, algebraic, and geometric patterns or sequences (extension, missing terms, generalization of patterns) .....	①	②	③	④
b) Simplifying and evaluating the algebraic expressions .....	①	②	③	④
c) Simple linear equations and inequalities, and simultaneous (two variables) equations .....	①	②	③	④
d) Equivalent representations of functions as ordered pairs, tables, graphs, words, or equations .....	①	②	③	④
<b>C. Geometry</b>				
a) Geometric properties of angles and geometric shapes (triangles, quadrilaterals, and other common polygons) .....	①	②	③	④
b) Congruent figures and similar triangles .....	①	②	③	④
c) Relationship between three-dimensional shapes and their two-dimensional representation .....	①	②	③	④
d) Using appropriate measurement formulas for perimeters, circumferences, areas of circles, surface areas and volumes .....	①	②	③	④
e) Cartesian plane - ordered pairs, equations, intercepts, intersections, and gradient .....	①	②	③	④
f) Translation, reflection, and rotation .....	①	②	③	④
<b>D. Data and Chance</b>				
a) Reading and displaying data using tables, pictographs, bar graphs, pie charts and line graphs .....	①	②	③	④
b) Interpreting data sets (e.g., draw conclusions, make predictions, and estimate values between and beyond given data points) .....	①	②	③	④
c) Judging, predicting, and determining the chances of possible outcomes .....	①	②	③	④

Exhibit E-6. Eighth-grade mathematics teacher questionnaire —Continued

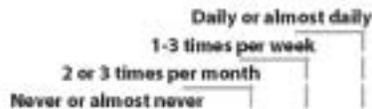
**Professional Development**

**Your School**

**8**

How often do you have the following types of interactions with other teachers?

Fill in **one** circle for each row

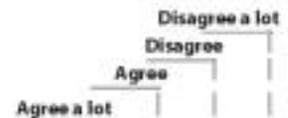


- a) Discussions about how to teach a particular concept --- ① --- ② --- ③ --- ④
- b) Working on preparing instructional materials ----- ① --- ② --- ③ --- ④
- c) Visits to another teacher's classroom to observe his/her teaching ..... ① --- ② --- ③ --- ④
- d) Informal observations of **my** classroom by another teacher ..... ① --- ② --- ③ --- ④

**10**

Thinking about your current school, indicate the extent to which you agree or disagree with each of the following statements about your school.

Fill in **one** circle for each row

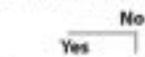


- a) This school is located in a safe neighborhood ----- ① --- ② --- ③ --- ④
- b) I feel safe at this school ----- ① --- ② --- ③ --- ④
- c) This school's security policies and practices are sufficient - ① --- ② --- ③ --- ④

**9**

In the past two years, have you participated in professional development in any of the following?

Fill in **one** circle for each row

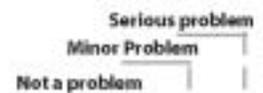


- a) Mathematics content ----- ① --- ②
- b) Mathematics pedagogy/instruction ----- ① --- ②
- c) Mathematics curriculum ----- ① --- ②
- d) Integrating information technology into mathematics ..... ① --- ②
- e) Improving students' critical thinking or problem solving skills ..... ① --- ②
- f) Mathematics assessment ----- ① --- ②

**11**

In your current school, how severe is each problem?

Fill in **one** circle for each row



- a) The school building needs significant repair----- ① --- ② --- ③
- b) Classrooms are overcrowded----- ① --- ② --- ③
- c) Teachers do not have adequate workspace outside their classroom ..... ① --- ② --- ③

## Your School (Continued)

12

How would you characterize each of the following within your school?

Fill in **one** circle for each row

- |  | Very high | High | Medium | Low | Very low |
|--|-----------|------|--------|-----|----------|
| a) Teachers' job satisfaction .....                                    | ①         | ②    | ③      | ④   | ⑤        |
| b) Teachers' understanding of the school's curricular goals .....      | ①         | ②    | ③      | ④   | ⑤        |
| c) Teachers' degree of success in implementing the school's curriculum | ①         | ②    | ③      | ④   | ⑤        |
| d) Teachers' expectations for student achievement .....                | ①         | ②    | ③      | ④   | ⑤        |
| e) Parental support for student achievement -                          | ①         | ②    | ③      | ④   | ⑤        |
| f) Parental involvement in school activities ---                       | ①         | ②    | ③      | ④   | ⑤        |
| g) Students' regard for school property .....                          | ①         | ②    | ③      | ④   | ⑤        |
| h) Students' desire to do well in school .....                         | ①         | ②    | ③      | ④   | ⑤        |

Exhibit E-6. Eighth-grade mathematics teacher questionnaire —Continued

### The TIMSS Class

The remaining questions refer to the TIMSS class. Remember, "the TIMSS class" is the class which is identified on the cover of this questionnaire, and which will be tested as part of TIMSS 2007 in your school.

#### 13

A. How many students are in the TIMSS class?

\_\_\_\_\_   
 Write in the number of students

B. How many students in Question 13A are in the eighth grade?

\_\_\_\_\_   
 Write in the number of eighth-grade students

#### 14

How many minutes per week do you teach mathematics to the TIMSS class?

\_\_\_\_\_   
 Write in the number of minutes per week

#### 15

A. Do you use a textbook(s) in teaching mathematics to the TIMSS class?

Fill in **one** circle only ----- Yes No   
 ----- ① ②

If No, please go to question 16 

B. How do you use a textbook(s) in teaching mathematics to the TIMSS class?

Fill in **one** circle only   
 As the primary basis for my lessons ----- ①   
 As a supplementary resource ----- ②

#### 16

In a typical week of mathematics lessons for the TIMSS class, what percentage of time do students spend on each of the following activities?

Write in the percent   
 The total should add to 100%

- a) Reviewing homework ----- %
- b) Listening to lecture-style presentations ----- %
- c) Working problems with your guidance ----- %
- d) Working problems on their own without your guidance ----- %
- e) Listening to you re-teach and clarify content/procedures ----- %
- f) Taking tests or quizzes ----- %
- g) Participating in classroom management tasks not related to the lesson's content/purpose (e.g., interruptions and keeping order) ----- %
- h) Other student activities ----- %

Total ----- 100%

**Exhibit E-6. Eighth-grade mathematics teacher questionnaire —Continued**

**17**

**What mathematics course are you teaching to the TIMSS class?**

*Fill in **one** circle only.*

- a) Basic or general eighth-grade math (not algebra or pre-algebra)----- ①
- b) Introduction to algebra or pre-algebra ----- ②
- c) Algebra I (one-year course) ----- ③
- d) Algebra I (first year of a two-year Algebra I course) ----- ④
- e) Algebra I (second year of two-year Algebra I course)----- ⑤
- f) Geometry ----- ⑥
- g) Algebra II----- ⑦
- h) Integrated or sequential math----- ⑧
- i) Other math class----- ⑨

## Teaching Mathematics to the TIMSS Class

18

In teaching mathematics to the students in the TIMSS class, how often do you usually ask them to do the following?

Fill in **one** circle for each row

- |   | Every or almost every lesson | About half the lessons | Some lessons | Never |
|---|------------------------------|------------------------|--------------|-------|
| a) Practice adding, subtracting, multiplying, and dividing without using a calculator | ①                            | ②                      | ③            | ④     |
| b) Work on fractions and decimals   | ①                            | ②                      | ③            | ④     |
| c) Use knowledge of the properties of shapes, lines and angles to solve problems      | ①                            | ②                      | ③            | ④     |
| d) Interpret data in tables, charts or graphs   | ①                            | ②                      | ③            | ④     |
| e) Write equations and functions to represent relationships                           | ①                            | ②                      | ③            | ④     |
| f) Memorize formulas and procedures   | ①                            | ②                      | ③            | ④     |
| g) Apply facts, concepts and procedures to solve routine problems                     | ①                            | ②                      | ③            | ④     |
| h) Explain their answers  | ①                            | ②                      | ③            | ④     |
| i) Relate what they are learning in mathematics to their daily lives                  | ①                            | ②                      | ③            | ④     |
| j) Decide on their own procedures for solving complex problems                        | ①                            | ②                      | ③            | ④     |
| k) Work on problems for which there is no immediately obvious method of solution      | ①                            | ②                      | ③            | ④     |
| l) Work together in small groups  | ①                            | ②                      | ③            | ④     |

19

In your view, to what extent do the following limit how you teach the TIMSS class?

Fill in **one** circle for each row

- |  | Not applicable | Not at all | A little | Some | A lot |
|--|----------------|------------|----------|------|-------|
| <b>Students</b>  |                |            |          |      |       |
| a) Students with different academic abilities  | ①              | ②          | ③        | ④    | ⑤     |
| b) Students who come from a wide range of backgrounds (e.g., economic, language)   | ①              | ②          | ③        | ④    | ⑤     |
| c) Students with special needs (e.g., hearing, vision, speech impairment, physical disabilities, mental or emotional/psychological impairment) | ①              | ②          | ③        | ④    | ⑤     |
| d) Uninterested students   | ①              | ②          | ③        | ④    | ⑤     |
| e) Disruptive students   | ①              | ②          | ③        | ④    | ⑤     |
| <b>Resources</b>   |                |            |          |      |       |
| f) Shortage of computer hardware   | ①              | ②          | ③        | ④    | ⑤     |
| g) Shortage of computer software   | ①              | ②          | ③        | ④    | ⑤     |
| h) Shortage of support for using computers   | ①              | ②          | ③        | ④    | ⑤     |
| i) Shortage of textbooks for student use   | ①              | ②          | ③        | ④    | ⑤     |
| j) Shortage of other instructional equipment for students' use   | ①              | ②          | ③        | ④    | ⑤     |
| k) Shortage of equipment for your use in demonstrations and other exercises  | ①              | ②          | ③        | ④    | ⑤     |
| l) Inadequate physical facilities  | ①              | ②          | ③        | ④    | ⑤     |
| m) High student/teacher ratio  | ①              | ②          | ③        | ④    | ⑤     |

Exhibit E-6. Eighth-grade mathematics teacher questionnaire —Continued

20

By the end of this school year, approximately what percentage of teaching time will you have spent during this school year on each of the following mathematics content areas for the TIMSS class?

*Write in the percent  
The total should add to 100%*

- a) Number (e.g., whole numbers, fractions, decimals, ratio, proportion and percent) ..... %
  - b) Algebra (e.g., patterns, equations, formulas and relationships) ..... %
  - c) Geometry (e.g., lines and angles, shapes, congruence and similarity, spatial relationships, symmetry and transformations) ..... %
  - d) Data and Chance (e.g., reading, organizing and representing data, data interpretation and chance) ..... %
  - e) Other, please specify:  
..... %
- Total** ..... 100%

## Teaching Mathematics to the TIMSS Class (Continued)

21

The following list includes the main topics addressed by the TIMSS mathematics test. Choose the response that best describes when students in the TIMSS class have been taught each topic. If a topic was taught half this year but not yet completed, please choose "Mostly taught this year." If a topic is not in the curriculum, please choose "Not yet taught or just introduced."

Fill in **one** circle for each row

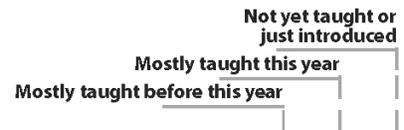
	Mostly taught before this year	Mostly taught this year	Not yet taught or just introduced
<b>A. Number</b>			
a) Whole numbers including place value, factorization, and the four operations .....	①	②	③
b) Computations, estimations, or approximations involving whole numbers .....	①	②	③
c) Common fractions including equivalent fractions and ordering of fractions .....	①	②	③
d) Decimal including place value, ordering, and converting to common fractions (and vice versa) ---	①	②	③
e) Representing decimals and fractions using words, numbers, or models (including number lines) .....	①	②	③
f) Computations with fractions .....	①	②	③
g) Computations with decimals .....	①	②	③
h) Representing, comparing, ordering, and computing with integers .....	①	②	③
i) Ratios (equivalence, division of a quantity by a given ratio) .....	①	②	③
j) Conversion of percents to fractions or decimals and vice versa .....	①	②	③
<b>B. Algebra</b>			
a) Numeric, algebraic, and geometric patterns or sequences (extension, missing terms, generalization of patterns) .....	①	②	③
b) Sums, products, and powers of expressions containing variables .....	①	②	③
c) Evaluating expressions for given numeric value .....	①	②	③
d) Simplifying or comparing algebraic expressions .....	①	②	③
e) Modeling situations using expressions .....	①	②	③
f) Evaluating functions/formulas for given values of the variables .....	①	②	③
g) Simple linear equations and inequalities, and simultaneous (two variables) equations .....	①	②	③
h) Equivalent representations of functions as ordered pairs, tables, graphs, words, or equations .....	①	②	③

**Exhibit E-6. Eighth-grade mathematics teacher questionnaire —Continued**

**21 Continued**

The following list includes the main topics addressed by the TIMSS mathematics test. Choose the response that best describes when students in the TIMSS class have been taught each topic. If a topic was taught half this year but not yet completed, please choose "Mostly taught this year." If a topic is not in the curriculum, please choose "Not yet taught or just introduced."

Fill in **one** circle for each row



**C. Geometry**

- a) Angles - acute, right, straight, obtuse, reflex ----- ① -- ② -- ③
- b) Relationships for angles at a point, angles on a line, vertically opposite angles, angles associated with a transversal cutting parallel lines, and perpendicularity ----- ① -- ② -- ③
- c) Properties of geometric shapes: triangles, quadrilaterals, and other common polygons ----- ① -- ② -- ③
- d) Construct or draw triangles and rectangles of given dimensions ----- ① -- ② -- ③
- e) Congruent figures (triangles, quadrilaterals) and their corresponding measures ----- ① -- ② -- ③
- f) Similar triangles and recall their properties ----- ① -- ② -- ③
- g) Relationships between two-dimensional and three-dimensional shapes ----- ① -- ② -- ③
- h) Pythagorean theorem (not proof) to find length of a side----- ① -- ② -- ③
- i) Measurement, drawing, and estimation of the size of angles, the lengths of lines, areas, and volumes----- ① -- ② -- ③
- j) Measurement formulas for perimeters, circumferences, areas of circles, surface areas, and volumes----- ① -- ② -- ③
- k) Measures of irregular or compound areas (e.g., by covering with grids or dissecting and rearranging pieces) ----- ① -- ② -- ③
- l) Cartesian plane - ordered pairs, equations, intercepts, intersections, and gradient----- ① -- ② -- ③
- m) Line and rotational symmetry for two-dimensional shapes ----- ① -- ② -- ③
- n) Translation, reflection, and rotation ----- ① -- ② -- ③

**D. Data and Chance**

- a) Reading data from tables, pictographs, bar graphs, pie charts, and line graphs ----- ① -- ② -- ③
- b) Organizing and displaying data using tables, pictographs, bar graphs, pie charts, and line graphs----- ① -- ② -- ③
- c) Characteristics of data sets including mean, median, range, and shape of distribution (in general terms)----- ① -- ② -- ③
- d) Interpreting data sets (e.g., draw conclusions, make predictions, and estimate values between and beyond given data points) ----- ① -- ② -- ③
- e) Data displays that could lead to misinterpretation (e.g., inappropriate grouping and misleading or distorted scales) ----- ① -- ② -- ③
- f) Using data from experiments to predict chances of future outcomes ----- ① -- ② -- ③
- g) Using the chances of a particular outcome to solve problems ----- ① -- ② -- ③

## Calculators and Computers in the TIMSS Class

**22** \_\_\_\_\_

Are the students in the TIMSS class permitted to use calculators during mathematics lessons?

Fill in **one** circle only

Yes, with unrestricted use----- ①

Yes, with restricted use----- ②

No, calculators are not permitted ----- ③

If **No**, please go to question **24** →

**23** \_\_\_\_\_

How often do students in the TIMSS class use calculators in their mathematics lessons for the following activities?

Fill in **one** circle for each row

- |                                  | Every or almost every lesson | About half the lessons | Some lessons | Never |
|----------------------------------|------------------------------|------------------------|--------------|-------|
| a) Check answers -----           | ①                            | ②                      | ③            | ④     |
| b) Do routine computations---    | ①                            | ②                      | ③            | ④     |
| c) Solve complex problems ---    | ①                            | ②                      | ③            | ④     |
| d) Explore number concepts ----- | ①                            | ②                      | ③            | ④     |

**24** \_\_\_\_\_

A. Do students in the TIMSS class have computer(s) available to use during their mathematics lessons? Do not include calculators.

No  
Yes

Fill in **one** circle only----- ①---②

If **No**, please go to question **26** →

B. Do any of the computer(s) have access to the Internet?

No  
Yes

Fill in **one** circle only----- ①---②

**25** \_\_\_\_\_

In teaching mathematics to the TIMSS class, how often do you have students use a computer for the following activities?

Fill in **one** circle for each row

- |  | Every or almost every lesson | About half the lessons | Some lessons | Never |
|--|------------------------------|------------------------|--------------|-------|
| a) Discover mathematics principles and concepts ---- | ①                            | ②                      | ③            | ④     |
| b) Practice skills and procedures -----              | ①                            | ②                      | ③            | ④     |
| c) Look up ideas and information -----               | ①                            | ②                      | ③            | ④     |
| d) Process and analyze data -----                    | ①                            | ②                      | ③            | ④     |

## Homework

**26** \_\_\_\_\_

Do you assign mathematics homework to the TIMSS class?

No  
Yes

Fill in **one** circle only----- ① --- ②

If **No**, please go to question **31** →

**27** \_\_\_\_\_

How often do you usually assign mathematics homework to the TIMSS class?

*Fill in one circle only*

Every or almost every lesson ----- ①  
 About half the lessons ----- ②  
 Some lessons ----- ③

**28** \_\_\_\_\_

When you assign mathematics homework to the TIMSS class, about how many minutes do you usually assign? (Consider the time it would take an average student in your class to complete the assignment.)

*Fill in one circle only*

Fewer than 15 minutes ----- ①  
 15-30 minutes ----- ②  
 31-60 minutes ----- ③  
 61-90 minutes ----- ④  
 More than 90 minutes ----- ⑤

**29** \_\_\_\_\_

How often do you assign the following kinds of mathematics homework to the TIMSS class?

*Fill in one circle for each row*

Never or almost never  
Sometimes  
Always or almost always

a) Doing problem/question sets ---- ① -- ② --- ③  
 b) Gathering data and reporting ---- ① -- ② --- ③  
 c) Finding one or more applications of the content covered ----- ① -- ② --- ③

**30** \_\_\_\_\_

How often do you do the following with the mathematics homework assignments for the TIMSS class?

*Fill in one circle for each row*

Never or almost never  
Sometimes  
Always or almost always

a) Monitor whether or not the homework was completed ----- ① -- ② --- ③  
 b) Correct assignments and then give feedback to students ----- ① -- ② --- ③  
 c) Have students correct their own homework in class ----- ① -- ② --- ③  
 d) Use the homework as a basis for class discussion ----- ① -- ② --- ③  
 e) Use the homework to contribute towards students' grades or marks ----- ① -- ② --- ③

## Assessment

**31** \_\_\_\_\_

How much emphasis do you place on the following sources to monitor students' progress in mathematics?

Fill in **one** circle for each row

- |  |  |  |  |  |  |  |                        |
|--|--|--|--|--|--|--|------------------------|
|  |  |  |  |  |  |  |                        |
|  |  |  |  |  |  |  | <b>No emphasis</b>     |
|  |  |  |  |  |  |  | <b>Little emphasis</b> |
|  |  |  |  |  |  |  | <b>Some emphasis</b>   |
|  |  |  |  |  |  |  | <b>Major emphasis</b>  |
- a) Classroom tests (for example, teacher made or textbook tests) ----- ① -- ② -- ③ -- ④
- b) State or district achievement tests ----- ① -- ② -- ③ -- ④
- c) Your professional judgement ----- ① -- ② -- ③ -- ④

**32** \_\_\_\_\_

How often do you give a mathematics test or examination to the TIMSS class? Do not include quizzes.

Fill in **one** circle only

- About once a week ----- ①
- About every two weeks ----- ②
- About once a month ----- ③
- A few times a year ----- ④
- Never ----- ⑤

If **Never**, you have completed the questionnaire 

**33** \_\_\_\_\_

What item formats do you typically use in your mathematics tests or examinations? Do not include quizzes.

Fill in **one** circle only

- Only constructed-response ----- ①
- Mostly constructed-response ----- ②
- About half constructed-response and half objective (e.g., multiple-choice) ----- ③
- Mostly objective ----- ④
- Only objective ----- ⑤

**34** \_\_\_\_\_

How often do you include the following types of questions in your mathematics tests or examinations? Do not include quizzes.

Fill in **one** circle for each row

- |  |  |  |  |  |  |  |                                |
|--|--|--|--|--|--|--|--------------------------------|
|  |  |  |  |  |  |  |                                |
|  |  |  |  |  |  |  | <b>Never or almost never</b>   |
|  |  |  |  |  |  |  | <b>Sometimes</b>               |
|  |  |  |  |  |  |  | <b>Always or almost always</b> |
- a) Questions based on recall of facts and procedures ----- ① -- ② -- ③
- b) Questions involving application of mathematical procedures ----- ① -- ② -- ③
- c) Questions involving searching for patterns and relationships ----- ① -- ② -- ③
- d) Questions requiring explanations or justifications ----- ① -- ② -- ③

# Thank You

for completing  
this questionnaire



## **Teacher Questionnaire**

**MATHEMATICS**  
**Grade 8**