

Appendix F. U.S. Versions of TIMSS and PIRLS 2011 Student, Teacher, School and Curriculum Questionnaires

Contents

<u>Exhibit</u>		<u>Page</u>
F-1	TIMSS 2011 fourth-grade student questionnaire	F-2
F-2	PIRLS 2011 student questionnaire.....	F-22
F-3	TIMSS 2011 fourth-grade teacher questionnaire.....	F-43
F-4	PIRLS 2011 teacher questionnaire.....	F-67
F-5	TIMSS and PIRLS 2011 school questionnaire	F-87
F-6	TIMSS and PIRLS 2011 fourth-grade curriculum questionnaire	F-99
F-7	TIMSS 2011 eighth-grade student questionnaire.....	F-146
F-8	TIMSS 2011 eighth-grade teacher questionnaire-mathematics	F-172
F-9	TIMSS 2011 eighth-grade teacher questionnaire-science	F-192
F-10	TIMSS 2011 eighth-grade school questionnaire.....	F-212
F-11	TIMSS 2011 eighth-grade curriculum questionnaire.....	F-224

Do Not Turn Page Until Instructed To Do So.

TIMSS 2011

**Student
Questionnaire**

Grade 4



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TIMSS & PIRLS
International Study Center
Lynch School of Education, Boston College

Directions

In this booklet, you will find questions about you and what you think. For each question, you should choose the answer you think is best.

Let us take a few minutes to practice the kinds of questions you will answer in this booklet.

Example 1 is one kind of question you will find in this booklet.

Example 1

Do you go to school?

*Fill in **one** oval only.*

Yes ----- ①

No ----- ②

Example 2 is another kind of question you will find in this booklet.

Example 2

How often do you do these things?

*Fill in **one** oval for each line.*

	Every day or almost every day	Once or twice a week	Once or twice a month	Never or almost never
a) I talk with my friends -----	①	②	③	④
b) I play sports -----	①	②	③	④
c) I ride a skateboard -----	①	②	③	④

Example 3 is another kind of question you will find in this booklet.

Example 3

What do you think? Tell how much you agree with these statements.

*Fill in **one** oval for each line.*

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
	↓	↓	↓	↓
a) Watching movies is fun -----	①	②	③	④
b) I like eating ice cream -----	①	②	③	④
c) I do not like waking up early -----	①	②	③	④
d) I enjoy doing chores -----	①	②	③	④

- Read each question carefully, and pick the answer you think is best.
- Fill in the oval next to or under your answer.
- If you decide to change your answer, completely erase your first choice. Then, fill in the oval next to or under your new answer.
- Ask for help if you do not understand something or are not sure how to answer.

About you

1 _____

A. Are you a girl or a boy?

Fill in **one** oval only.

Girl--- ①

Boy--- ②

B. Are you Hispanic or Latino?

Fill in **one** oval only.

Yes, I am Hispanic or Latino--- ①

No, I am not Hispanic or Latino--- ②

C. Which of the following best describes you?

Fill in **one or more** ovals.

White--- ①

Black or African American--- ①

Asian--- ①

American Indian or Alaska Native--- ①

Native Hawaiian or other
Pacific Islander--- ①

2**When were you born?***Fill in the **ovals** next to the month and year you were born.***a) Month****b) Year**

January --- ①

1998 --- ①

February --- ②

1999 --- ②

March --- ③

2000 --- ③

April --- ④

2001 --- ④

May --- ⑤

2002 --- ⑤

June --- ⑥

2003 --- ⑥

July --- ⑦

2004 --- ⑦

August --- ⑧

Other --- ⑧

September --- ①

October --- ①

November --- ②

December --- ③

3

A. How often do you speak English at home?

*Fill in **one** oval only.*

Always----- ① *If **Always**, please go to question 4* →

Almost always ----- ②

Sometimes----- ③

Never ----- ④

*If **Almost always, Sometimes, Never**, please go to question 3B* ↴

B. What language do you speak at home (other than English)?

*Fill in **one** oval only.*

Spanish ----- ①

Other ----- ② Please specify _____

4

- A. Was your mother (or stepmother or female legal guardian) born in the United States? (“United States” includes the 50 states, its territories, the District of Columbia, and U.S. military bases abroad.)

Fill in **one** oval only.

Yes --- ①

No --- ②

- B. Was your father (or stepfather or male legal guardian) born in the United States?

Fill in **one** oval only.

Yes --- ①

No --- ②

- C. Were you born in the United States?

Fill in **one** oval only.

Yes --- ①

No --- ②

5

About how many books are there in your home? (Do not count magazines, newspapers, or your school books.)

*Fill in **one** oval only.*

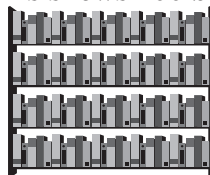
None or very few (0–10 books)---- ① This shows 10 books



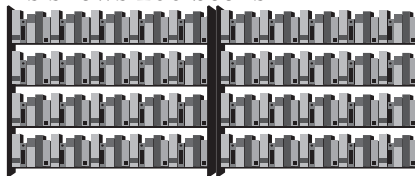
Enough to fill one shelf (11–25 books)---- ② This shows 25 books



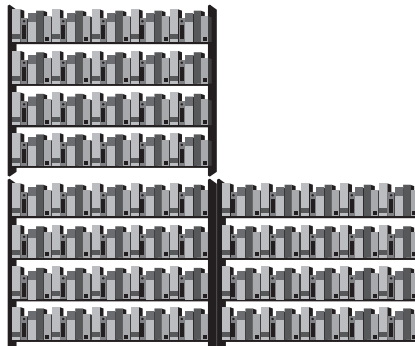
Enough to fill one bookcase
(26–100 books)---- ③ This shows 100 books



Enough to fill two bookcases
(101–200 books)---- ④ This shows 200 books



Enough to fill three or more bookcases
(more than 200)---- ⑤ This shows more than 200 books



6**Do you have any of these things at your home?***Fill in **one** oval for each line.*

- | | Yes
↓ | No
↓ |
|--|----------|---------|
| a) Computer ----- | ① _____ | ② _____ |
| b) Study desk/table for your use ----- | ① _____ | ② _____ |
| c) Books of your very own (do not
count your school books) ----- | ① _____ | ② _____ |
| d) Your own room ----- | ① _____ | ② _____ |
| e) Internet connection ----- | ① _____ | ② _____ |
| f) Encyclopedia (a book or CD) ----- | ① _____ | ② _____ |
| g) PlayStation®, Game Cube®, XBox®,
or other TV/Video game system --- | ① _____ | ② _____ |
| h) VCR, DVD or Blu-ray player ----- | ① _____ | ② _____ |

7

How often do you use a computer in each of these places?

Fill in **one** oval for each line.

- | | Every day
or almost
every day | Once or
twice a
week | Once or
twice a
month | Never or
almost
never |
|---------------------------|-------------------------------------|----------------------------|-----------------------------|-----------------------------|
| a) At home ----- | ① _____ | ② _____ | ③ _____ | ④ _____ |
| b) At school ----- | ① _____ | ② _____ | ③ _____ | ④ _____ |
| c) Some other place ----- | ① _____ | ② _____ | ③ _____ | ④ _____ |

8

How often do the following things happen at home?

Fill in **one** oval for each line.

- | | Every day
or almost
every day | Once or
twice a
week | Once or
twice a
month | Never or
almost
never |
|--|-------------------------------------|----------------------------|-----------------------------|-----------------------------|
| a) My parents ask me what I am
learning in school ----- | ① _____ | ② _____ | ③ _____ | ④ _____ |
| b) I talk about my schoolwork with
my parents ----- | ① _____ | ② _____ | ③ _____ | ④ _____ |
| c) My parents make sure that I set
aside time for my homework ----- | ① _____ | ② _____ | ③ _____ | ④ _____ |
| d) My parents check if I do my
homework ----- | ① _____ | ② _____ | ③ _____ | ④ _____ |

9

The following questions ask about activities you do outside of school.

*Fill in **one** oval for each line.*

- | | Yes
↓ | No
↓ |
|---|----------|---------|
| a) Do you play on a sports team outside of school?----- | ① | ② |
| b) Do you often play a musical instrument outside of school? ----- | ① | ② |
| c) Are you studying something in a class outside of school? ----- | ① | ② |
| d) Do you belong to a club outside of school (like Girl Scouts, Cub Scouts, 4-H, or Boys and Girls Club)? ----- | ① | ② |

10

How many days were you absent from school in the last month?

*Fill in **one** oval only.*

- None -- ①
- 1 or 2 days -- ②
- 3 or 4 days -- ③
- 5 to 10 days -- ④
- More than 10 days -- ⑤

Your School

11

What do you think about your school? Tell how much you agree with these statements.

Fill in **one** oval for each line.

- | | Agree
a lot
↓ | Agree
a little
↓ | Disagree
a little
↓ | Disagree
a lot
↓ |
|--|---------------------|------------------------|---------------------------|------------------------|
| a) I like being in school ----- | ① | ② | ③ | ④ |
| b) I feel safe when I am at school ----- | ① | ② | ③ | ④ |
| c) I feel like I belong at this school ----- | ① | ② | ③ | ④ |

12

During this year, how often have any of the following things happened to you at school?

Fill in **one** oval for each line.

- | | At least
once a
week
↓ | Once or
twice a
month
↓ | A few
times a
year
↓ | Never
↓ |
|---|---------------------------------|----------------------------------|-------------------------------|------------|
| a) I was made fun of or called names---- | ① | ② | ③ | ④ |
| b) I was left out of games or activities
by other students ----- | ① | ② | ③ | ④ |
| c) Someone spread lies about me ----- | ① | ② | ③ | ④ |
| d) Something was stolen from me ----- | ① | ② | ③ | ④ |
| e) I was hit or hurt by other student(s)
(e.g., shoving, hitting, kicking) ----- | ① | ② | ③ | ④ |
| f) I was made to do things I didn't
want to do by other students ----- | ① | ② | ③ | ④ |

Mathematics in school

13

How much do you agree with these statements about learning mathematics?

Fill in **one** oval for each line.

- | | Agree
a lot
↓ | Agree
a little
↓ | Disagree
a little
↓ | Disagree
a lot
↓ |
|--|---------------------|------------------------|---------------------------|------------------------|
| a) I enjoy learning mathematics ----- | ① | ② | ③ | ④ |
| b) I wish I did not have to study
mathematics ----- | ① | ② | ③ | ④ |
| c) Mathematics is boring ----- | ① | ② | ③ | ④ |
| d) I learn many interesting
things in mathematics ----- | ① | ② | ③ | ④ |
| e) I like mathematics ----- | ① | ② | ③ | ④ |
| f) It is important to do well
in mathematics ----- | ① | ② | ③ | ④ |

14

How much do you agree with these statements about your mathematics lessons?

Fill in **one** oval for each line.

- | | Agree
a lot | Agree
a little | Disagree
a little | Disagree
a lot |
|---|----------------|-------------------|----------------------|-------------------|
| a) I know what my teacher expects me to do ----- | ① | ② | ③ | ④ |
| b) I think of things not related to the lesson ----- | ① | ② | ③ | ④ |
| c) My teacher is easy to understand -- | ① | ② | ③ | ④ |
| d) I am interested in what my teacher says ----- | ① | ② | ③ | ④ |
| e) My teacher gives me interesting things to do ----- | ① | ② | ③ | ④ |

15

How much do you agree with these statements about mathematics?

Fill in **one** oval for each line.

- | | Agree
a lot
↓ | Agree
a little
↓ | Disagree
a little
↓ | Disagree
a lot
↓ |
|--|---------------------|------------------------|---------------------------|------------------------|
| a) I usually do well in mathematics --- | ① | ② | ③ | ④ |
| b) Mathematics is harder for me
than for many of my classmates ---- | ① | ② | ③ | ④ |
| c) I am just not good at mathematics - | ① | ② | ③ | ④ |
| d) I learn things quickly
in mathematics ----- | ① | ② | ③ | ④ |
| e) I am good at working out difficult
mathematics problems ----- | ① | ② | ③ | ④ |
| f) My teacher tells me I am good
at mathematics ----- | ① | ② | ③ | ④ |
| g) Mathematics is harder for me
than any other subject ----- | ① | ② | ③ | ④ |

Science in school

16

How much do you agree with these statements about learning science?

Fill in **one** oval for each line.

- | | Agree
a lot
↓ | Agree
a little
↓ | Disagree
a little
↓ | Disagree
a lot
↓ |
|--|---------------------|------------------------|---------------------------|------------------------|
| a) I enjoy learning science ----- | ① | ② | ③ | ④ |
| b) I wish I did not have to
study science ----- | ① | ② | ③ | ④ |
| c) I read about science in my
spare time ----- | ① | ② | ③ | ④ |
| d) Science is boring ----- | ① | ② | ③ | ④ |
| e) I learn many interesting
things in science ----- | ① | ② | ③ | ④ |
| f) I like science ----- | ① | ② | ③ | ④ |
| g) It is important to do well
in science ----- | ① | ② | ③ | ④ |

17

How much do you agree with these statements about your science lessons?

Fill in **one** oval for each line.

- | | Agree
a lot | Agree
a little | Disagree
a little | Disagree
a lot |
|---|----------------|-------------------|----------------------|-------------------|
| a) I know what my teacher expects me to do ----- | ① | ② | ③ | ④ |
| b) I think of things not related to the lesson ----- | ① | ② | ③ | ④ |
| c) My teacher is easy to understand -- | ① | ② | ③ | ④ |
| d) I am interested in what my teacher says ----- | ① | ② | ③ | ④ |
| e) My teacher gives me interesting things to do ----- | ① | ② | ③ | ④ |

18

How much do you agree with these statements about science?

*Fill in **one** oval for each line.*

- | | Agree
a lot
↓ | Agree
a little
↓ | Disagree
a little
↓ | Disagree
a lot
↓ |
|--|---------------------|------------------------|---------------------------|------------------------|
| a) I usually do well in science ----- | ① | ② | ③ | ④ |
| b) Science is harder for me
than for many of my classmates ---- | ① | ② | ③ | ④ |
| c) I am just not good at science ----- | ① | ② | ③ | ④ |
| d) I learn things quickly
in science ----- | ① | ② | ③ | ④ |
| e) My teacher tells me I am good
at science ----- | ① | ② | ③ | ④ |
| f) Science is harder for me
than any other subject ----- | ① | ② | ③ | ④ |





BOSTON
COLLEGE

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TIMSS 2011

Student Questionnaire

Grade 4



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International Association
for the Evaluation of
Educational Achievement

Do Not Turn Page Until Instructed To Do So.

PIRLS 2011

**Student
Questionnaire**

Grade 4



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Directions

In this booklet, you will find questions about you and what you think. For each question, you should choose the answer you think is best.

Let us take a few minutes to practice the kinds of questions you will answer in this booklet.

Example 1 is one kind of question you will find in this booklet.

Example 1

Do you go to school?

*Fill in **one** oval only.*

Yes -- ①

No -- ②

Example 2 is another kind of question you will find in this booklet.

Example 2

How often do you do these things?

*Fill in **one** oval for each line.*

	Every day or almost every day	Once or twice a week	Once or twice a month	Never or almost never
a) I talk with my friends -----	↓ ①	↓ ②	↓ ③	↓ ④
b) I play sports -----	①	②	③	④
c) I ride a skateboard -----	①	②	③	④

Example 3 is another kind of question you will find in this booklet.

Example 3

What do you think? Tell how much you agree with these statements.

*Fill in **one** oval for each line.*

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
a) Watching movies is fun -----	①	②	③	④
b) I like eating ice cream -----	①	②	③	④
c) I do not like waking up early -----	①	②	③	④
d) I enjoy doing chores -----	①	②	③	④

- Read each question carefully, and pick the answer you think is best.
- Fill in the oval next to or under your answer.
- If you decide to change your answer, completely erase your first choice. Then, fill in the oval next to or under your new answer.
- Ask for help if you do not understand something or are not sure how to answer.

About you

1 _____

A. Are you a girl or a boy?

*Fill in **one** oval only.*

Girl--- ①

Boy--- ②

B. Are you Hispanic or Latino?

*Fill in **one** oval only.*

Yes, I am Hispanic or Latino--- ①

No, I am not Hispanic or Latino--- ②

C. Which of the following best describes you?

*Fill in **one or more** ovals.*

White--- ①

Black or African American--- ①

Asian--- ①

American Indian or Alaska Native--- ①

Native Hawaiian or other
Pacific Islander--- ①

2**When were you born?***Fill in the **ovals** next to the month and year you were born.***a) Month**

January --- (A)
February --- (B)
March --- (C)
April --- (D)
May --- (E)
June --- (F)
July --- (G)
August --- (H)
September --- (I)
October --- (J)
November --- (K)
December --- (L)

b) Year

1998 --- (1)
1999 --- (2)
2000 --- (3)
2001 --- (4)
2002 --- (5)
2003 --- (6)
2004 --- (7)
Other --- (8)

3

A. How often do you speak English at home?

Fill in **one** oval only.

Always----- (1) If **Always**, please go to question 4 →

Almost always ----- (2)

Sometimes----- (3)

Never ----- (4)

If **Almost always, Sometimes, Never**, please go to question 3B ↴

B. What language do you speak at home (other than English)?

Fill in **one** oval only.

Spanish ----- (1)

Other ----- (2) Please specify _____

4

- A. Was your mother (or stepmother or female legal guardian) born in the United States? (“United States” includes the 50 states, its territories, the District of Columbia, and U.S. military bases abroad.)**

*Fill in **one** oval only.*

Yes --- ☐

No --- ☐

- B. Was your father (or stepfather or male legal guardian) born in the United States?**

*Fill in **one** oval only.*

Yes --- ☐

No --- ☐

- C. Were you born in the United States?**

*Fill in **one** oval only.*

Yes --- ☐

No --- ☐

5

About how many books are there in your home? (Do not count magazines, newspapers, or your school books.)

*Fill in **one** oval only.*

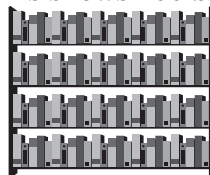
None or very few (0–10 books)---- ① This shows 10 books



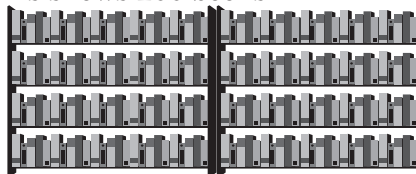
Enough to fill one shelf (11–25 books)---- ② This shows 25 books



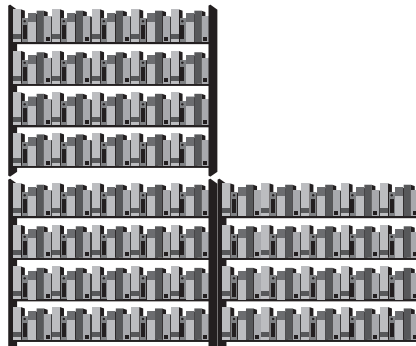
Enough to fill one bookcase
(26–100 books)---- ③ This shows 100 books



Enough to fill two bookcases
(101–200 books)---- ④ This shows 200 books



Enough to fill three or more bookcases
(more than 200)---- ⑤ This shows more than 200 books



6**Do you have any of these things at your home?***Fill in **one** oval for each line.*

- | | Yes
↓ | No
↓ |
|--|----------|---------|
| a) Computer ----- | ① _____ | ② _____ |
| b) Study desk/table for your use ----- | ① _____ | ② _____ |
| c) Books of your very own (do not
count your school books) ----- | ① _____ | ② _____ |
| d) Your own room ----- | ① _____ | ② _____ |
| e) Internet connection ----- | ① _____ | ② _____ |
| f) Encyclopedia (a book or CD) ----- | ① _____ | ② _____ |
| g) PlayStation®, Game Cube®, XBox®,
or other TV/Video game system --- | ① _____ | ② _____ |
| h) VCR, DVD or Blu-ray player ----- | ① _____ | ② _____ |

7

How often do you use a computer in each of these places?

*Fill in **one** oval for each line.*

- | | Every day
or almost
every day | Once or
twice a
week | Once or
twice a
month | Never or
almost
never |
|---------------------------|-------------------------------------|----------------------------|-----------------------------|-----------------------------|
| a) At home ----- | ① | ② | ③ | ④ |
| b) At school ----- | ① | ② | ③ | ④ |
| c) Some other place ----- | ① | ② | ③ | ④ |

8

How often do the following things happen at home?

*Fill in **one** oval for each line.*

- | | Every day
or almost
every day | Once or
twice a
week | Once or
twice a
month | Never or
almost
never |
|--|-------------------------------------|----------------------------|-----------------------------|-----------------------------|
| a) My parents ask me what I am
learning in school ----- | ① | ② | ③ | ④ |
| b) I talk about my schoolwork with
my parents ----- | ① | ② | ③ | ④ |
| c) My parents make sure that I set
aside time for my homework ----- | ① | ② | ③ | ④ |
| d) My parents check if I do my
homework ----- | ① | ② | ③ | ④ |

9

The following questions ask about activities you do outside of school.

*Fill in **one** oval for each line.*

Yes

No

- a) Do you play on a sports team outside of school?----- (1) _____ (2)
- b) Do you often play a musical instrument outside of school? ----- (1) _____ (2)
- c) Are you studying something in a class outside of school? ----- (1) _____ (2)
- d) Do you belong to a club outside of school (like Girl Scouts, Cub Scouts, 4-H, or Boys and Girls Club)? ----- (1) _____ (2)

10

How many days were you absent from school in the last month?

*Fill in **one** oval only.*

- None -- (1)
- 1 or 2 days -- (2)
- 3 or 4 days -- (3)
- 5 to 10 days -- (4)
- More than 10 days -- (5)

Your School

11

What do you think about your school? Tell how much you agree with these statements.

Fill in **one** oval for each line.

- | | Agree
a lot
↓ | Agree
a little
↓ | Disagree
a little
↓ | Disagree
a lot
↓ |
|---|---------------------|------------------------|---------------------------|------------------------|
| a) I like being in school ----- | ① | ② | ③ | ④ |
| b) I feel safe when I am at school----- | ① | ② | ③ | ④ |
| c) I feel like I belong at this school----- | ① | ② | ③ | ④ |

12

During this year, how often have any of the following things happened to you at school?

Fill in **one** oval for each line.

- | | At least
once a
week
↓ | Once or
twice a
month
↓ | A few
times a
year
↓ | Never
↓ |
|---|---------------------------------|----------------------------------|-------------------------------|------------|
| a) I was made fun of or called names-- | ① | ② | ③ | ④ |
| b) I was left out of games or activities
by other students ----- | ① | ② | ③ | ④ |
| c) Someone spread lies about me----- | ① | ② | ③ | ④ |
| d) Something was stolen from me ----- | ① | ② | ③ | ④ |
| e) I was hit or hurt by other student(s)
(e.g., shoving, hitting, kicking) ----- | ① | ② | ③ | ④ |
| f) I was made to do things I didn't
want to do by other students ----- | ① | ② | ③ | ④ |

Reading outside of school

13

How much time do you spend reading outside of school on a normal school day?

Fill in **one** oval only.

Less than 30 minutes -- ①

30 minutes up to 1 hour -- ②

From 1 hour up to 2 hours -- ③

2 hours or more -- ④

14

How often do you do these things outside of school?

Fill in **one** oval for each line.

- | | Every day
or almost
every day | Once or
twice a
week | Once or
twice a
month | Never or
almost
never |
|---|-------------------------------------|----------------------------|-----------------------------|-----------------------------|
| a) I read for fun ----- | ↓ ① | ↓ ② | ↓ ③ | ↓ ④ |
| b) I read things that I choose myself -- | ① | ② | ③ | ④ |
| c) I read to find out about things I
want to learn ----- | ① | ② | ③ | ④ |

15

**How often do you read these things outside of school
(in print or online)?**

*Fill in **one** oval for each line.*

	Every day or almost every day	Once or twice a week	Once or twice a month	Never or almost never
a) I read stories or novels -----	↓ ①	↓ ②	↓ ③	↓ ④
b) I read books that explain things (e.g., you might read about your favorite athlete, about animals you like, or a place you visited) -----	①	②	③	④
c) I read magazines -----	①	②	③	④
d) I read comic books -----	①	②	③	④

Using the library

16

How often do you borrow books from your school or local library?

*Fill in **one** oval only.*

- At least once a week -- ☐
- Once or twice a month -- ☐
- A few times a year -- ☐
- Never or almost never -- ☐

Lessons about reading

17

Think about the reading you do for school. How much do you agree with these statements about your reading lessons?

Fill in **one** oval for each line.

- | | Agree
a lot | Agree
a little | Disagree
a little | Disagree
a lot |
|--|----------------|-------------------|----------------------|-------------------|
| a) I like what I read about
in school ----- | ① | ② | ③ | ④ |
| b) My teacher gives me interesting
things to read ----- | ① | ② | ③ | ④ |
| c) I know what my teacher expects
me to do ----- | ① | ② | ③ | ④ |
| d) I think of things not related to
the lesson ----- | ① | ② | ③ | ④ |
| e) My teacher is easy to understand--- | ① | ② | ③ | ④ |
| f) I am interested in what my
teacher says ----- | ① | ② | ③ | ④ |
| g) My teacher gives me interesting
things to do ----- | ① | ② | ③ | ④ |

18

In school, how often do these things happen?

*Fill in **one** oval for each line.*

	Every day or almost every day	Once or twice a week	Once or twice a month	Never or almost never
a) I read silently on my own -----	↓ ①	↓ ②	↓ ③	↓ ④
b) I read books that I choose myself --	①	②	③	④

What you think about reading

19

What do you think about reading? Tell how much you agree with each of these statements.

*Fill in **one** oval for each line.*

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
	↓	↓	↓	↓
a) I read only if I have to -----	①	②	③	④
b) I like talking about what I read with other people -----	①	②	③	④
c) I would be happy if someone gave me a book as a present -----	①	②	③	④
d) I think reading is boring -----	①	②	③	④
e) I would like to have more time for reading -----	①	②	③	④
f) I enjoy reading -----	①	②	③	④

20

How well do you read? Tell how much you agree with each of these statements.

*Fill in **one** oval for each line.*

- | | Agree
a lot | Agree
a little | Disagree
a little | Disagree
a lot |
|---|----------------|-------------------|----------------------|-------------------|
| | ↓ | ↓ | ↓ | ↓ |
| a) I usually do well in reading ----- | ① | ② | ③ | ④ |
| b) Reading is easy for me ----- | ① | ② | ③ | ④ |
| c) Reading is harder for me than
for many of my classmates ----- | ① | ② | ③ | ④ |
| d) If a book is interesting, I don't
care how hard it is to read ----- | ① | ② | ③ | ④ |
| e) I have trouble reading stories
with difficult words ----- | ① | ② | ③ | ④ |
| f) My teacher tells me I am
a good reader ----- | ① | ② | ③ | ④ |
| g) Reading is harder for me than
any other subject ----- | ① | ② | ③ | ④ |

Reasons for reading

21

Do you read for any of the following reasons? Tell how much you agree with each of these statements.

Fill in **one** oval for each line.

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
	↓	↓	↓	↓
a) I like to read things that make me think -----	①	②	③	④
b) It is important to be a good reader -----	①	②	③	④
c) My parents like it when I read -----	①	②	③	④
d) I learn a lot from reading -----	①	②	③	④
e) I need to read well for my future-----	①	②	③	④
f) I like it when a book helps me imagine other worlds -----	①	②	③	④



Thank You!

Thank you for filling out the questionnaire!

Place
Label Here

--	--	--	--

School ID

--	--	--	--	--	--

Class ID

--	--	--	--	--	--

Teacher ID

--	--

Link Number

--	--

Subject

--	--	--

Checksum

TIMSS 2011

Teacher Questionnaire

Grade 4

National Center for Education Statistics

U.S. Department of Education

1990 K St., NW

Washington, DC 20006



TIMSS & PIRLS
International Study Center
Lynch School of Education, Boston College

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U.S. participation in this study is sponsored by the National Center for Education Statistics (NCES), U.S. Department of Education. Your responses are protected by federal statute (P.L. 107-279, Title I, Part E, Sec. 183). Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law. By law, everyone working on this NCES survey is subject to a jail term of up to 5 years, a fine of up to \$250,000, or both if he or she willfully discloses ANY identifiable information about you.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0645. Approval expires 01/31/2014. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving the survey instrument, please write to:** U.S. Department of Education, Washington, D.C. 20202-4537. **If you have any comments or concerns regarding the status of your individual response to this survey, write directly to:** National Center for Education Statistics, 1990 K Street, N.W., Room 9034, Washington, D.C. 20006.

Teacher Questionnaire

Your school has agreed to participate in TIMSS 2011 (Trends in International Mathematics and Science Study), an educational research project sponsored by the International Association for the Evaluation of Educational Achievement (IEA). TIMSS measures trends in student achievement in mathematics and science and studies differences in national education systems in more than 60 countries in order to help improve teaching and learning worldwide.

This questionnaire is addressed to teachers of fourth-grade students, and seeks information about teachers' academic and professional backgrounds, classroom resources, instructional practices, and attitudes toward teaching. Since your class has been selected as part of a nationwide sample, your responses are very important in helping to describe fourth-grade education in the United States.

Some of the questions in the questionnaire refer to the **"TIMSS class"** or **"this class"**. This is the class that is identified on the front of this booklet, and which will be tested as part of TIMSS in your school. If you teach some but not all of the students in the TIMSS class, please think only of the students that you teach when answering these class-specific questions. It is important that you answer each question carefully so that the information that you provide reflects your situation as accurately as possible.

Since TIMSS is an international study and all countries are using the same questionnaire, you may find that some of the questions seem unusual or are not entirely relevant to you or schools in the United States. Nevertheless, it is important that you do your best to answer all of the questions so comparisons can be made across countries in the studies.

It is estimated that you will need approximately 30 minutes to complete this questionnaire. We appreciate the time and effort that this takes and thank you for your cooperation and contribution.

When you have completed the questionnaire, please return it to the TIMSS school coordinator.

NCES is authorized to collect information from the questionnaire under the Education Sciences Reform Act of 2002 (Public Law 107-279, Section 153). You do not have to provide the information requested. However, the information you provide will help the U.S. Department of Education's ongoing efforts to understand better how the educational system in the United States compares to that in other countries. There are no penalties should you choose not to participate in this study. Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose (Public Law 107-279, Section 183 and Title V, subtitle A of the E-Government Act of 2002 (P.L. 107-347)). Your response will be combined with those from other participants to produce summary statistics and reports.

This survey is estimated to take an average of 30 minutes, including time for reviewing instructions, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to: Stephen Provasnik, National Center for Education Statistics, U.S. Department of Education, 1990 K Street NW, Room 9034, Washington, DC 20006-5650. Do not return the completed form to this address.

Thank you.

TIMSS 2011

About You

1

By the end of this school year, how many years will you have been teaching altogether?

_____ years
Please **round** to the nearest whole number.

2

Are you female or male?

Fill in **one** circle only.

Female -- ①

Male -- ②

3

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 more -- ⑥

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 vocational/technical program --- ④

Completed a 2-year college or university degree (i.e. Associate's degree) -- ⑤

Completed a 4-year college or university degree (i.e. Bachelor's degree) --- ⑥

Completed an academic Master's degree, postgraduate certificate program (e.g., teaching) or first professional degree (e.g., law, medicine, dentistry) --- ⑦

Completed a doctorate (Ph.D. or Ed.D) --- ⑧

5

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

Fill in **one** circle for each line.

- | | Yes | No |
|---------------------------------------|-----|----|
| a) Education—Primary/Elementary ----- | ① | ② |
| b) Education—Secondary ----- | ① | ② |
| c) Mathematics ----- | ① | ② |
| d) Science ----- | ① | ② |
| e) English ----- | ① | ② |
| f) Other ----- | ① | ② |

B. If your major or main area of study was education, did you have a specialization in any of the following?

Fill in **one** circle for each line.

- | | Yes | No |
|---------------------------|-----|----|
| a) Mathematics ----- | ① | ② |
| b) Science ----- | ① | ② |
| c) Language/reading ----- | ① | ② |
| d) Other subject ----- | ① | ② |

About Your School

6

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

Fill in **one** circle for each line.

- 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

7

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

Fill in **one** circle for each line.

- Agree a lot
Agree a little
Disagree a little
Disagree a lot
- 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
- d) The students behave in an ☐ orderly manner ----- ① — ② — ③ — ④
- e) The students are respectful ☐ of the teachers ----- ① — ② — ③ — ④

8

In your current school, how severe is each problem?

Fill in **one** circle for each line.

- Not a problem
Minor problem
Moderate problem
Serious problem
- a) The school building needs ☐ significant repair ----- ① — ② — ③ — ④
- b) Classrooms are overcrowded -- ① — ② — ③ — ④
- c) Teachers have too many ☐ teaching hours ----- ① — ② — ③ — ④
- d) Teachers do not have adequate workspace (e.g., for ☐ preparation, collaboration, ☐ or meeting with students) ----- ① — ② — ③ — ④
- e) Teachers do not have ☐ adequate instructional materials and supplies ----- ① — ② — ③ — ④

About Being a Teacher

9

A. Do you use computers in your teaching in any of the following ways?

Fill in **one** circle for each line.

- | | Yes | No |
|--|-------|----|
| a) For preparation ----- | ① — ② | |
| b) For administration ----- | ① — ② | |
| c) In your classroom instruction ----- | ① — ② | |

If Yes to “classroom instruction”

B. How much do you agree with the following statements about using computers in your classroom instruction?

Fill in **one** circle for each line.

- | | Agree a lot | Agree a little | Disagree a little | Disagree a lot |
|---|---------------|----------------|-------------------|----------------|
| a) I feel comfortable using computers in my teaching ----- | ① — ② — ③ — ④ | | | |
| b) When I have technical problems, I have ready access to computer support staff in my school ----- | ① — ② — ③ — ④ | | | |
| c) I receive adequate support for integrating computers in my teaching activities ----- | ① — ② — ③ — ④ | | | |

10

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

Fill in **one** circle for each line.

- | | Never or almost never | 2 or 3 times per month | 1–3 times per week | Daily or almost daily |
|--|-----------------------|------------------------|--------------------|-----------------------|
| a) Discuss how to teach a particular topic ----- | ① — ② — ③ — ④ | | | |
| b) Collaborate in planning and preparing instructional materials ----- | ① — ② — ③ — ④ | | | |
| c) Share what I have learned about my teaching experiences ----- | ① — ② — ③ — ④ | | | |
| d) Visit another classroom to learn more about teaching ----- | ① — ② — ③ — ④ | | | |
| e) Work together to try out new ideas ----- | ① — ② — ③ — ④ | | | |

About Teaching the TIMSS Class

11

How much do you agree with the following statements?

Fill in **one** circle for each line.

Agree a lot

Agree a little

Disagree a little

Disagree a lot

- a) I am content with my profession as a teacher ----- (1) — (2) — (3) — (4)
- b) I am satisfied with being a teacher at this school ----- (1) — (2) — (3) — (4)
- c) I had more enthusiasm when I began teaching than I have now ----- (1) — (2) — (3) — (4)
- d) I do important work as a teacher ----- (1) — (2) — (3) — (4)
- e) I plan to continue as a teacher for as long as I can ---- (1) — (2) — (3) — (4)
- f) I am frustrated as a teacher --- (1) — (2) — (3) — (4)

12

A. How many students are in this class?

_____ students
Write in a number.

B. How many of the students in #12A are in fourth grade?

_____ fourth-grade students
Write in a number.

13

How many fourth-grade students experience difficulties understanding spoken English?

_____ students in this class
Write in a number.

14

Which of the following subjects do you teach to this class?

Fill in **one** circle for each line.

Yes

No

- a) I teach the class English/reading ----- (1) — (2)
- b) I teach the class mathematics ----- (1) — (2)
- c) I teach the class science ----- (1) — (2)

15

How often do you do the following in teaching this class?

Fill in **one** circle for each line.

- Every or almost every lesson
About half the lessons
Some lessons
Never
- a) Summarize what students should have learned from the lesson ----- ① — ② — ③ — ④
- b) Relate the lesson to students' daily lives ----- ① — ② — ③ — ④
- c) Use questioning to elicit reasons and explanations ----- ① — ② — ③ — ④
- d) Encourage all students to improve their performance --- ① — ② — ③ — ④
- e) Praise students for good effort ----- ① — ② — ③ — ④
- f) Bring interesting materials to class ----- ① — ② — ③ — ④

16

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

Fill in **one** circle for each line.

- Not applicable
Not at all
Some
A lot
- a) Students lacking prerequisite knowledge or skills ----- ① — ② — ③ — ④
- b) Students suffering from lack of basic nutrition ----- ① — ② — ③ — ④
- c) Students suffering from not enough sleep ----- ① — ② — ③ — ④
- d) Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment) --- ① — ② — ③ — ④
- e) Disruptive students ----- ① — ② — ③ — ④
- f) Uninterested students ----- ① — ② — ③ — ④

17

For the typical student in this class, how often do you do these things?

Fill in **one** circle for each line.

	At least once a week	Once or twice a month	4–6 times a year	1–3 times a year	Never
a) Meet or talk individually with the student's parents to discuss his/her learning progress -----	①	②	③	④	⑤
b) Send home a progress report on the student's learning -----	①	②	③	④	⑤

Teaching Mathematics to the TIMSS Class

Questions 18 - 20 ask about mathematics instruction for the fourth-grade students in the TIMSS class.

18

In a typical week, how much time do you spend teaching mathematics to the students in this class?

_____ hours and _____ minutes per week
Write in the hours and minutes.

19

In teaching mathematics to this class, how confident do you feel to do the following?

Fill in **one** circle for each line.

- Very confident
Somewhat confident
Not confident
- a) Answer students' questions about mathematics ----- ① — ② — ③
- b) Show students a variety of problem solving strategies ----- ① — ② — ③
- c) Provide challenging tasks for capable students ----- ① — ② — ③
- d) Adapt my teaching to engage students' interest ----- ① — ② — ③
- e) Help students appreciate the value of learning mathematics ----- ① — ② — ③

20

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

Fill in **one** circle for each line.

- Every or almost every lesson
About half the lessons
Some lessons
Never
- a) Listen to me explain how to solve problems ----- ① — ② — ③ — ④
- b) Memorize rules, procedures, and facts ----- ① — ② — ③ — ④
- c) Work problems (individually or with peers) with my guidance ----- ① — ② — ③ — ④
- d) Work problems together in the whole class with direct guidance from me ----- ① — ② — ③ — ④
- e) Work problems (individually or with peers) while I am occupied by other tasks ----- ① — ② — ③ — ④
- f) Explain their answers ----- ① — ② — ③ — ④
- g) Relate what they are learning in mathematics to their daily lives ----- ① — ② — ③ — ④
- h) Take a written test or quiz ----- ① — ② — ③ — ④

Resources for Teaching Mathematics

Questions 21 - 23 ask about resources for teaching mathematics to the fourth-grade students in the TIMSS class.

21

When you teach mathematics to this class, how do you use the following resources?

Fill in **one** circle for each line.

- | | Basis for instruction | Supplement | Not used |
|--|-----------------------|------------|----------|
| a) Textbooks ----- | ① | ② | ③ |
| b) Workbooks or worksheets ----- | ① | ② | ③ |
| c) Concrete objects or <input type="checkbox"/> materials that help <input type="checkbox"/> students understand <input type="checkbox"/> quantities or procedures ----- | ① | ② | ③ |
| d) Computer software for <input type="checkbox"/> mathematics instruction ----- | ① | ② | ③ |

22

Are the students in this 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

23

A. Do the students in this class have computer(s) available to use during their mathematics lessons?

Fill in **one** circle only.

Yes --- ①

No --- ②

(If No, go to #24)

If Yes,

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

Fill in **one** circle only.

Yes --- ①

No --- ②

C. How often do you have the students do the following computer activities during mathematics lessons?

Fill in **one** circle for each line.

- | | Every or almost every day | Once or twice a week | Once or twice a month | Never or almost never |
|---|---------------------------|----------------------|-----------------------|-----------------------|
| a) Explore mathematics <input type="checkbox"/> 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 |

Mathematics Topics Taught

Questions 24 - 25 ask about the topics taught and the content covered in teaching mathematics to the fourth-grade students in the TIMSS class. □

24

The following list includes the main topics addressed by the TIMSS mathematics test. Choose the response that best describes when the students in this class have been taught each topic. If a topic was in the curriculum before the fourth grade, please choose “Mostly taught before this year.” 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 line.

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

A. Number

- a) Concepts of whole numbers, including place value and ordering ----- ① — ② — ③
- b) Adding, subtracting, multiplying, and/or dividing with whole numbers ----- ① — ② — ③
- c) Concepts of fractions (fractions as parts of a whole or of a collection, or as a location on a number line; comparing and ordering fractions) ----- ① — ② — ③
- d) Adding and subtracting with fractions ----- ① — ② — ③
- e) Concepts of decimals, including place value and ordering ----- ① — ② — ③
- f) Adding and subtracting with decimals ----- ① — ② — ③
- g) Number sentences (finding the missing number, modeling simple situations with number sentences) ----- ① — ② — ③
- h) Number patterns (extending number patterns and finding missing terms) ----- ① — ② — ③

B. Geometric Shapes and Measures

- a) Lines: measuring, estimating length of; parallel and perpendicular lines ----- ① — ② — ③
- b) Comparing and drawing angles ----- ① — ② — ③
- c) Using informal coordinate systems to locate points in a plane (e.g., in square B4) ----- ① — ② — ③
- d) Elementary properties of common geometric shapes ----- ① — ② — ③
- e) Reflections and rotations ----- ① — ② — ③
- f) Relationships between two-dimensional and three-dimensional shapes ----- ① — ② — ③
- g) Finding and estimating areas, perimeters, and volumes ----- ① — ② — ③

C. Data Display

- a) Reading data from tables, pictographs, bar graphs, or pie charts ----- ① — ② — ③
- b) Drawing conclusions from data displays ----- ① — ② — ③
- c) Displaying data using tables, pictographs, and bar graphs ----- ① — ② — ③

Mathematics Content Coverage**25**

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

Write in the percentage for each.

- a) Number (includes computation with whole numbers, fractions, decimals and pre-algebraic concepts, including number patterns) ----- %
- b) Geometric Shapes and Measures (includes two- and three-dimensional shapes, length, area and volume) ----- %
- c) Data Display (includes reading, making, and interpreting tables and graphs) ----- %
- d) Other ----- %

Total = 100%


Mathematics Homework

Question 26 asks about mathematics homework for the fourth-grade students in the TIMSS class.

26

A. How often do you usually assign mathematics homework to the students in this class? ☐

Fill in **one** circle only.

I do not assign mathematics homework --- ① 

(If No, go to #27)

Less than once a week --- ②

1 or 2 times a week --- ③

3 or 4 times a week --- ④

Every day --- ⑤

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

Fill in **one** circle only.

15 minutes or less --- ①

16–30 minutes --- ②

31–60 minutes --- ③

more than 60 minutes --- ④

C. How often do you do the following with the mathematics homework assignments for this class? ☐

Fill in **one** circle for each line.

Always or almost always

Sometimes

Never or almost never

a) Correct assignments and give feedback to students ----- ① — ② — ③

b) Discuss the homework in class ----- ① — ② — ③

c) Monitor whether or not the homework was completed ----- ① — ② — ③

Mathematics Assessment

Question 27 asks about mathematics assessment for the fourth-grade students in the TIMSS class.

27

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

Fill in **one** circle for each line.

Major emphasis

Some emphasis

Little or no emphasis

- a) Evaluation of students' ☐ ongoing work ----- ① — ② — ③
- b) Classroom tests (for ☐ example, teacher-made or ☐ textbook tests) ----- ① — ② — ③
- c) State or district ☐ achievement tests ----- ① — ② — ③

Preparation to Teach Mathematics**28**

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

Fill in **one** circle for each line.

Yes

No

- 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) Mathematics assessment ----- ① — ②
- f) Addressing individual students' needs ----- ① — ②

29

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

If a topic is not in the fourth-grade curriculum or you are not responsible for teaching this topic, please choose “Not applicable.” □

Fill in **one** circle for each line.

	Not applicable	Very well prepared	Somewhat prepared	Not well prepared
A. Number				
a) Concepts of whole numbers, including place value and ordering -----	①	②	③	④
b) Adding, subtracting, multiplying and/or dividing with whole numbers -----	①	②	③	④
c) Concepts of fractions (fractions as parts of a whole or of a collection, or as a location on a number line; comparing and ordering fractions) -----	①	②	③	④
d) Adding and subtracting with fractions -----	①	②	③	④
e) Concepts of decimals, including place value and ordering -----	①	②	③	④
f) Adding and subtracting with decimals -----	①	②	③	④
g) Number sentences (finding the missing number, modeling simple situations with number sentences) -----	①	②	③	④
h) Number patterns (extending number patterns and finding missing terms) -----	①	②	③	④
B. Geometric Shapes and Measures				
a) Lines: measuring, estimating length of; parallel and perpendicular lines -----	①	②	③	④
b) Comparing and drawing angles -----	①	②	③	④
c) Using informal coordinate systems to locate points in a plane (e.g., in square B4) -----	①	②	③	④
d) Elementary properties of common geometric shapes -----	①	②	③	④
e) Reflections and rotations -----	①	②	③	④
f) Relationships between two-dimensional and three-dimensional shapes -----	①	②	③	④
g) Finding and estimating areas, perimeters, and volumes -----	①	②	③	④
C. Data Display				
a) Reading data from tables, pictographs, bar graphs, or pie charts -----	①	②	③	④
b) Drawing conclusions from data displays -----	①	②	③	④
c) Displaying data using tables, pictographs, and bar graphs -----	①	②	③	④

Teaching Science to the TIMSS Class

Questions 30 - 32 ask about science instruction for the fourth-grade students in the TIMSS class.

30

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

Fill in **one** circle only.

Yes --- ①

No --- ②

B. Please estimate the time that you spend on science topics with students in this class.

_____ hours and _____ minutes per week
Write in the hours and minutes.

31

In teaching science to this class, how confident do you feel to do the following?

Fill in **one** circle for each line.

Very confident

Somewhat confident

Not confident

- a) Answer students' questions about science ----- ① — ② — ③
- b) Explain science concepts or principles by doing science experiments ----- ① — ② — ③
- c) Provide challenging tasks for capable students ----- ① — ② — ③
- d) Adapt my teaching to engage students' interest ----- ① — ② — ③
- e) Help students appreciate the value of learning science ----- ① — ② — ③

Resources for Teaching Science

32

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

Fill in **one** circle for each line.

- | | 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 demonstrate an experiment or investigation ----- | ① | ② | ③ | ④ |
| c) Design or plan experiments or investigations ----- | ① | ② | ③ | ④ |
| d) Conduct experiments or investigations ----- | ① | ② | ③ | ④ |
| e) Read their textbooks or other resource materials ----- | ① | ② | ③ | ④ |
| f) Have students memorize facts and principles ----- | ① | ② | ③ | ④ |
| g) Give explanations about something they are studying ----- | ① | ② | ③ | ④ |
| h) Relate what they are learning in science to their daily lives ----- | ① | ② | ③ | ④ |
| i) Do field work outside the class ----- | ① | ② | ③ | ④ |
| j) Take a written test or quiz ----- | ① | ② | ③ | ④ |

Questions 33 - 34 ask about resources for teaching science to the fourth-grade students in the TIMSS class.

33

When you teach science to this class, how do you use the following resources?

Fill in **one** circle for each line.

- | | Basis for instruction | Supplement | Not used |
|---|-----------------------|------------|----------|
| a) Textbooks ----- | ① | ② | ③ |
| b) Workbooks or worksheets ----- | ① | ② | ③ |
| c) Science equipment and materials ----- | ① | ② | ③ |
| d) Computer software for science instruction ----- | ① | ② | ③ |
| e) Reference materials (e.g., encyclopedia, dictionary) ----- | ① | ② | ③ |

34**A. Do the students in this class have computer(s) available to use when you are teaching science?***Fill in **one** circle only.*

Yes --- ①

No --- ②

 (If No, go to #35)**If Yes,****B. Do any of the computer(s) have access to the Internet?***Fill in **one** circle only.*

Yes --- ①

No --- ②

C. How often do you have the students do the following computer activities during science lessons?*Fill in **one** circle for each line.***Every or almost every day****Once or twice a week****Once or twice a month****Never or almost never**

a) Practice skills and procedures - ① — ② — ③ — ④

b) Look up ideas and information ----- ① — ② — ③ — ④

c) Do scientific procedures or experiments ----- ① — ② — ③ — ④

d) Study natural phenomena through simulations ----- ① — ② — ③ — ④

Science Topics Taught

Questions 35 - 36 ask about the topics taught and the content covered in teaching science to the fourth-grade students in the TIMSS class. □

35

The following list includes the main topics addressed by the TIMSS science test. Choose the response that best describes when the students in this class have been taught each topic. If a topic was in the curriculum before the fourth grade, please choose “Mostly taught before this year.” 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 line.

	Mostly taught before this year	Mostly taught this year	Not yet taught or just introduced
A. Life Science			
a) Major body structures and their functions in humans and other organisms (plants and animals) -----	①	②	③
b) Life cycles and reproduction in plants and animals -----	①	②	③
c) Physical features, behavior, and survival of organisms living in different environments -----	①	②	③
d) Relationships in a given community (e.g., simple food chains, predator-prey relationships) -----	①	②	③
e) Changes in environments (effects of human activity, pollution and its prevention) -----	①	②	③
f) Human health (e.g., transmission/prevention of communicable diseases, signs of health/illness, diet, exercise) -----	①	②	③
B. Physical Science			
a) States of matter (solids, liquids, gases) and differences in their physical properties (shape, volume), including changes in state of matter by heating and cooling -----	①	②	③
b) Classification of objects/materials based on physical properties (e.g., weight/mass, volume, magnetic attraction) -----	①	②	③
c) Forming and separating mixtures -----	①	②	③
d) Familiar changes in materials (e.g., decaying, burning, rusting, cooking) -----	①	②	③
e) Common energy sources/forms and their practical uses (e.g., the Sun, electricity, water, wind) -----	①	②	③
f) Light (e.g., sources, behavior) -----	①	②	③
g) Electrical circuits and properties of magnets -----	①	②	③
h) Forces that cause objects to move (e.g., gravity, push/pull forces) -----	①	②	③
C. Earth Science			
a) Water on Earth (location, types, and movement) and air (composition, proof of its existence, uses) -----	①	②	③
b) 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
c) Weather conditions from day to day or over the seasons -----	①	②	③
d) Fossils of animals and plants (age, location, formation) -----	①	②	③
e) Earth's solar system (planets, Sun, moon) -----	①	②	③
f) Day, night, and shadows due to Earth's rotation and its relationship to the Sun -----	①	②	③

Science Content Coverage**36**

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

Write in the percentage for each.

- 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 ----- %

Total = 100%


Science Homework

Question 37 asks about science homework for the fourth-grade students in the TIMSS class.

37

A. How often do you usually assign science homework to the students in this class? ☐

Fill in **one** circle only.

I do not assign science homework --- ① 

(If No, go to #38)

Less than once a week --- ②

1 or 2 times a week --- ③

3 or 4 times a week --- ④

Every day --- ⑤

B. When you assign science homework to the students in this class, about how many minutes do you usually assign? (Consider the time it would take an average student in your class.)

Fill in **one** circle only.

15 minutes or less --- ①

16–30 minutes --- ②

31–60 minutes --- ③

more than 60 minutes --- ④

C. How often do you do the following with the science homework assignments for this class? ☐

Fill in **one** circle for each line.

Always or almost always

Sometimes

Never or almost never

a) Correct assignments and give feedback to students ----- ① --- ② --- ③

b) Discuss the homework in class ----- ① --- ② --- ③

c) Monitor whether or not the homework was completed ----- ① --- ② --- ③

Science Assessment

Question 38 asks about science assessment for the fourth-grade students in the TIMSS class.

38

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

Fill in **one** circle for each line.

- a) Evaluation of students' ☐ ongoing work ----- ① — ② — ③
 b) Classroom tests (for ☐ example, teacher-made or ☐ textbook tests) ----- ① — ② — ③
 c) State or district ☐ achievement tests ----- ① — ② — ③
- Major emphasis
 Some emphasis
 Little or no emphasis

Preparation to Teach Science**39**

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

Fill in **one** circle for each line.

- 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) Science assessment ----- ① — ②
 f) Addressing individual students' needs ----- ① — ②

40

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

If a topic is not in the fourth-grade curriculum or you are not responsible for teaching this topic, please choose “Not applicable.” □

Fill in **one** circle for each line.

Not applicable
Very well prepared
Somewhat prepared
Not well prepared

A. Life Science

- a) Major body structures and their functions in humans and other organisms (plants and animals) ----- ① — ② — ③ — ④
- b) Life cycles and reproduction in plants and animals ----- ① — ② — ③ — ④
- c) Physical features, behavior, and survival of organisms living in different environments ----- ① — ② — ③ — ④
- d) Relationships in a given 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

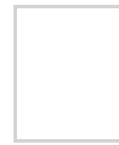
- a) States of matter (solids, liquids, gases) and differences in their physical properties (shape, volume), including changes in state of matter by heating and cooling ----- ① — ② — ③ — ④
- b) Classification of objects/materials based on physical properties (e.g., weight/mass, volume, □ magnetic attraction) ----- ① — ② — ③ — ④
- c) Forming and separating mixtures ----- ① — ② — ③ — ④
- d) Familiar changes in materials (e.g., decaying, burning, rusting, cooking) ----- ① — ② — ③ — ④
- e) Common energy sources/forms and their practical uses (e.g., the Sun, electricity, water, wind) ----- ① — ② — ③ — ④
- f) Light (e.g., sources, behavior) ----- ① — ② — ③ — ④
- g) Electrical circuits and properties of magnets ----- ① — ② — ③ — ④
- h) Forces that cause objects to move (e.g., gravity, push/pull forces) ----- ① — ② — ③ — ④

C. Earth Science

- a) Water on Earth (location, types, and movement) and air (composition, proof of its existence, uses) ----- ① — ② — ③ — ④
- b) 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
- c) Weather conditions from day to day or over the seasons ----- ① — ② — ③ — ④
- d) Fossils of animals and plants (age, location, formation) ----- ① — ② — ③ — ④
- e) Earth's solar system (planets, Sun, moon) ----- ① — ② — ③ — ④
- f) Day, night, and shadows due to Earth's rotation and its relationship to the Sun ----- ① — ② — ③ — ④

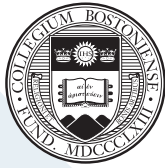
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Thank You



**Thank you for the thought, time, and effort you have
put into completing this questionnaire.**





BOSTON
COLLEGE

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TIMSS 2011

Teacher Questionnaire

Grade 4



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Place
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School ID

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Class ID

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Teacher ID

Link Number

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Subject

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Checksum

PIRLS 2011

Teacher Questionnaire

Grade 4

National Center for Education Statistics

U.S. Department of Education

1990 K St., NW

Washington, DC 20006



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TIMSS & PIRLS
International Study Center
Lynch School of Education, Boston College

U.S. participation in this study is sponsored by the National Center for Education Statistics (NCES), U.S. Department of Education. Your responses are protected by federal statute (P.L. 107-279, Title I, Part E, Sec. 183). Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law. By law, everyone working on this NCES survey is subject to a jail term of up to 5 years, a fine of up to \$250,000, or both if he or she willfully discloses ANY identifiable information about you.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0645. Approval expires 01/31/2014. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving the survey instrument, please write to:** U.S. Department of Education, Washington, D.C. 20202-4537. **If you have any comments or concerns regarding the status of your individual response to this survey, write directly to:** National Center for Education Statistics, 1990 K Street, N.W., Room 9034, Washington, D.C. 20006.

Teacher Questionnaire

Your school has agreed to participate in PIRLS 2011 (Progress in International Reading Literacy Study), an educational research project sponsored by the International Association for the Evaluation of Educational Achievement (IEA). PIRLS measures trends in student achievement in reading and studies differences in national education systems in more than 50 countries in order to help improve teaching and learning worldwide.

This questionnaire is addressed to teachers of fourth-grade students, and seeks information about teachers' academic and professional backgrounds, classroom resources, instructional practices, and attitudes toward teaching. Since your class has been selected as part of a nationwide sample, your responses are very important in helping to describe fourth-grade education in the United States.

Some of the questions in the questionnaire refer to the **"PIRLS class"** or **"this class"**. This is the class that is identified on the front of this booklet, and which will be tested as part of PIRLS in your school. If you teach some but not all of the students in the PIRLS class, please think only of the students that you teach when answering these class-specific questions. It is important that you answer each question carefully so that the information that you provide reflects your situation as accurately as possible.

Since PIRLS is an international study and all countries are using the same questionnaire, you may find that some of the questions seem unusual or are not entirely relevant to you or schools in the United States. Nevertheless, it is important that you do your best to answer all of the questions so comparisons can be made across countries in the studies.

It is estimated that you will need approximately 30 minutes to complete this questionnaire. We appreciate the time and effort that this takes and thank you for your cooperation and contribution.

When you have completed the questionnaire, please return it to the PIRLS school coordinator.

NCES is authorized to collect information from the questionnaire under the Education Sciences Reform Act of 2002 (Public Law 107-279, Section 153). You do not have to provide the information requested. However, the information you provide will help the U.S. Department of Education's ongoing efforts to understand better how the educational system in the United States compares to that in other countries. There are no penalties should you choose not to participate in this study. Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose (Public Law 107-279, Section 183 and Title V, subtitle A of the E-Government Act of 2002 (P.L. 107-347)). Your response will be combined with those from other participants to produce summary statistics and reports.

This survey is estimated to take an average of 30 minutes, including time for reviewing instructions, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to: Stephen Provasnik, National Center for Education Statistics, U.S. Department of Education, 1990 K Street NW, Room 9034, Washington, DC 20006-5650. Do not return the completed form to this address.

Thank you.

PIRLS 2011

About You**1**

By the end of this school year, how many years will you have been teaching altogether?

_____ years
Please **round** to the nearest whole number.

2

Are you female or male?

Fill in **one** circle only.

Female -- ①

Male -- ②

3

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 more -- ⑥

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 vocational/technical program --- ④

Completed a 2-year college or university degree (i.e. Associate's degree) -- ⑤

Completed a 4-year college or university degree (i.e. Bachelor's degree) --- ⑥

Completed an academic Master's degree, postgraduate certificate program (e.g., teaching) or first professional degree (e.g., law, medicine, dentistry) --- ⑦

Completed a doctorate (Ph.D. or Ed.D) --- ⑧

5

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

Fill in **one** circle for each line.

- | | Yes | No |
|---------------------------------------|-----|----|
| a) Education—Primary/Elementary ----- | ① | ② |
| b) Education—Secondary ----- | ① | ② |
| c) Mathematics ----- | ① | ② |
| d) Science ----- | ① | ② |
| e) English ----- | ① | ② |
| f) Other ----- | ① | ② |

B. If your major or main area of study was education, did you have a specialization in any of the following?

Fill in **one** circle for each line.

- | | Yes | No |
|---------------------------|-----|----|
| a) Mathematics ----- | ① | ② |
| b) Science ----- | ① | ② |
| c) Language/reading ----- | ① | ② |
| d) Other subject ----- | ① | ② |

About Your School

6

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

Fill in **one** circle for each line.

- 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

7

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

Fill in **one** circle for each line.

- Agree a lot
Agree a little
Disagree a little
Disagree a lot
- 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
- d) The students behave in an orderly manner ----- ① — ② — ③ — ④
- e) The students are respectful of the teachers ----- ① — ② — ③ — ④

8

In your current school, how severe is each problem?

Fill in **one** circle for each line.

- Not a problem
Minor problem
Moderate problem
Serious problem
- a) The school building needs significant repair ----- ① — ② — ③ — ④
- b) Classrooms are overcrowded -- ① — ② — ③ — ④
- c) Teachers have too many teaching hours ----- ① — ② — ③ — ④
- d) Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students) ----- ① — ② — ③ — ④
- e) Teachers do not have adequate instructional materials and supplies ----- ① — ② — ③ — ④

About Being a Teacher

9

A. Do you use computers in your teaching in any of the following ways?

Fill in **one** circle for each line.

- | | Yes | No |
|--|-------|----|
| a) For preparation ----- | ① — ② | |
| b) For administration ----- | ① — ② | |
| c) In your classroom instruction ----- | ① — ② | |

If Yes to “classroom instruction”

B. How much do you agree with the following statements about using computers in your classroom instruction?

Fill in **one** circle for each line.

- | | Agree a lot | Agree a little | Disagree a little | Disagree a lot |
|---|---------------|----------------|-------------------|----------------|
| a) I feel comfortable using computers in my teaching ----- | ① — ② — ③ — ④ | | | |
| b) When I have technical problems, I have ready access to computer support staff in my school ----- | ① — ② — ③ — ④ | | | |
| c) I receive adequate support for integrating computers in my teaching activities ----- | ① — ② — ③ — ④ | | | |

10

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

Fill in **one** circle for each line.

- | | Never or almost never | 2 or 3 times per month | 1–3 times per week | Daily or almost daily |
|--|-----------------------|------------------------|--------------------|-----------------------|
| a) Discuss how to teach a particular topic ----- | ① — ② — ③ — ④ | | | |
| b) Collaborate in planning and preparing instructional materials ----- | ① — ② — ③ — ④ | | | |
| c) Share what I have learned about my teaching experiences ----- | ① — ② — ③ — ④ | | | |
| d) Visit another classroom to learn more about teaching ----- | ① — ② — ③ — ④ | | | |
| e) Work together to try out new ideas ----- | ① — ② — ③ — ④ | | | |

About Teaching the PIRLS Class

11

How much do you agree with the following statements?

Fill in **one** circle for each line.

- Agree a lot
 Agree a little
 Disagree a little
 Disagree a lot
- a) I am content with my profession as a teacher ----- ① — ② — ③ — ④
- b) I am satisfied with being a teacher at this school ----- ① — ② — ③ — ④
- c) I had more enthusiasm when I began teaching than I have now ----- ① — ② — ③ — ④
- d) I do important work as a teacher ----- ① — ② — ③ — ④
- e) I plan to continue as a teacher for as long as I can --- ① — ② — ③ — ④
- f) I am frustrated as a teacher --- ① — ② — ③ — ④

12

A. How many students are in this class?

_____ students
Write in a number.

B. How many of the students in #12A are in fourth grade?

_____ fourth-grade students
Write in a number.

13

How many fourth-grade students experience difficulties understanding spoken English?

_____ students in this class
Write in a number.

14

Which of the following subjects do you teach to this class?

Fill in **one** circle for each line.

- Yes
 No
- a) I teach the class English/reading ----- ① — ②
- b) I teach the class mathematics ----- ① — ②
- c) I teach the class science ----- ① — ②

15

How often do you do the following in teaching this class?

Fill in **one** circle for each line.

- Every or almost every lesson
About half the lessons
Some lessons
Never
- a) Summarize what students should have learned from the lesson ----- ① — ② — ③ — ④
- b) Relate the lesson to students' daily lives ----- ① — ② — ③ — ④
- c) Use questioning to elicit reasons and explanations ----- ① — ② — ③ — ④
- d) Encourage all students to improve their performance --- ① — ② — ③ — ④
- e) Praise students for good effort ----- ① — ② — ③ — ④
- f) Bring interesting materials to class ----- ① — ② — ③ — ④

16

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

Fill in **one** circle for each line.

- Not applicable
Not at all
Some
A lot
- a) Students lacking prerequisite knowledge or skills ----- ① — ② — ③ — ④
- b) Students suffering from lack of basic nutrition ----- ① — ② — ③ — ④
- c) Students suffering from not enough sleep ----- ① — ② — ③ — ④
- d) Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment) --- ① — ② — ③ — ④
- e) Disruptive students ----- ① — ② — ③ — ④
- f) Uninterested students ----- ① — ② — ③ — ④

17

For the typical student in this class, how often do you do these things?

Fill in **one** circle for each line.

	At least once a week	Once or twice a month	4–6 times a year	1–3 times a year	Never
a) Meet or talk individually with the student's parents to discuss his/her learning progress -----	①	②	③	④	⑤
b) Send home a progress report on the student's learning -----	①	②	③	④	⑤

Teaching Reading to the PIRLS Class

18

- A. In a typical week, how much time do you spend on English language instruction and/or activities with the students?**

Include instruction or activities in reading, writing, speaking, literature, and other language skills.

_____ hours and _____ minutes per week
Write in the hours and minutes.

- B. What proportion of the time spent on English language instruction and/or activities is spent on the following skills?**

Write in the percentage for each.

- a) Reading ----- %
b) Grammar and spelling ----- %
c) Writing composition ----- %
d) Speaking and listening ----- %
e) Other ----- %

Total = 100%

19

- Regardless of whether or not you have formally scheduled time for reading instruction, in a typical week about how much time do you spend on reading instruction and/or activities with the students?**

Include things you do across curriculum areas and during formally scheduled time for reading instruction.

_____ hours and _____ minutes per week
Write in the hours and minutes.

Questions 20 - 27 ask about reading instruction for the fourth-grade students in this class.

20

- When you have reading instruction and/or do reading activities, how often do you organize students in the following ways?**

*Fill in **one** circle for each line.*

- | | Always or almost always | Often | Sometimes | Never |
|---|-------------------------|-------|-----------|-------|
| a) I teach reading as a whole-class activity ----- | ① | ② | ③ | ④ |
| b) I create same-ability groups -- | ① | ② | ③ | ④ |
| c) I create mixed-ability groups -- | ① | ② | ③ | ④ |
| d) I use individualized instruction for reading ----- | ① | ② | ③ | ④ |
| e) Students work independently on an assigned plan or goal --- | ① | ② | ③ | ④ |
| f) Students work independently on a goal they choose themselves ----- | ① | ② | ③ | ④ |

21

A. How many fourth-grade students in this class need remedial instruction in reading?

_____ fourth-grade students in this class
Write in a number.

B. How many of the students in #21A receive remedial instruction in reading?

_____ students
Write in a number.

22

Is there any provision for advanced readers to receive additional or more challenging reading instruction in your school?

Fill in **one** circle only.

Yes--- (1)

No--- (2)

23

When you have reading instruction and/or do reading activities with the students, how do you use the following resources?

Fill in **one** circle for each line.

	Basis for instruction	Supplement	Not used
a) Textbooks -----	(1) — (2) — (3)		
b) Reading series (e.g., basal readers, graded readers) -----	(1) — (2) — (3)		
c) Workbooks or worksheets -----	(1) — (2) — (3)		
d) A variety of children's books (e.g., novels, collections of stories, nonfiction) -----	(1) — (2) — (3)		
e) Materials from different curricular areas -----	(1) — (2) — (3)		
f) Children's newspapers and/or magazines -----	(1) — (2) — (3)		
g) Computer software for reading instruction -----	(1) — (2) — (3)		
h) Reference materials (e.g., encyclopedia, dictionary) -----	(1) — (2) — (3)		

24

When you have reading instruction and/or do reading activities with the students, how often do you have the students read the following types of text (in print or electronically)?

Fill in **one** circle for each line.

	Every day or almost every day	Once or twice a week	Once or twice a month	Never or almost never
A. Literary Reading Materials				
a) Short stories (e.g., fables, fairy tales, action stories, science fiction, detective stories) -----	①	②	③	④
b) Longer fiction books with chapters -----	①	②	③	④
c) Plays -----	①	②	③	④
d) Other -----	①	②	③	④
B. Informational Reading Materials				
a) Nonfiction subject area books or textbooks -----	①	②	③	④
b) Longer nonfiction books with chapters -----	①	②	③	④
c) Nonfiction articles that describe and explain about things, people, events, or how things work -----	①	②	③	④

25

When you have reading instruction and/or do reading activities with the students, how often do you do the following?

Fill in **one** circle for each line.

	Every day or almost every day	Once or twice a week	Once or twice a month	Never or almost never
a) Read aloud to the class -----	①	②	③	④
b) Ask students to read aloud -----	①	②	③	④
c) Ask students to read silently on their own -----	①	②	③	④
d) Give students time to read books of their own choosing --	①	②	③	④
e) Teach students strategies for decoding sounds and words --	①	②	③	④
f) Teach students new vocabulary systematically -----	①	②	③	④
g) Teach or model skimming or scanning strategies -----	②	②	③	④

26

How often do you ask the students to do the following things to help develop reading comprehension skills or strategies?

Fill in **one** circle for each line.

- Every day or almost every day
Once or twice a week
Once or twice a month
Never or almost never
- a) Locate information within the text ----- ① — ② — ③ — ④
- b) Identify the main ideas of what they have read ----- ① — ② — ③ — ④
- c) Explain or support their understanding of what they have read ----- ① — ② — ③ — ④
- d) Compare what they have read with experiences they have had ----- ① — ② — ③ — ④
- e) Compare what they have read with other things they have read ----- ① — ② — ③ — ④
- f) Make predictions about what will happen next in the text they are reading ----- ① — ② — ③ — ④
- g) Make generalizations and draw inferences based on what they have read ----- ① — ② — ③ — ④
- h) Describe the style or structure of the text they have read ----- ① — ② — ③ — ④
- i) Determine the author's perspective or intention ----- ① — ② — ③ — ④

27

After students have read something, how often do you ask them to do the following?

Fill in **one** circle for each line.

- Every day or almost every day
Once or twice a week
Once or twice a month
Never or almost never
- a) Write something about or in response to what they have read ----- ① — ② — ③ — ④
- b) Answer oral questions about or orally summarize what they have read ----- ① — ② — ③ — ④
- c) Talk with each other about what they have read ----- ① — ② — ③ — ④
- d) Take a written quiz or test about what they have read ----- ① — ② — ③ — ④

Computer and Library Resources

28

- A. Do the fourth-grade students in the PIRLS class have computer(s) available to use during their reading lessons?**

Fill in **one** circle only.

Yes --- ①

No --- ②

(If No, go to #29)

If Yes,

- B. Do any of the computers have access to the Internet?**

Fill in **one** circle only.

Yes --- ①

No --- ②

- C. How often do you have students do the following computer activities during their reading lessons?**

Fill in **one** circle for each line.

Every day or almost every day

Once or twice a week

Once or twice a month

Never or almost never

a) Look up information ----- ① — ② — ③ — ④

b) Read stories or other texts on the computer ----- ① — ② — ③ — ④

c) Use instructional software to develop reading skills and strategies ----- ① — ② — ③ — ④

d) Use the computer to write stories or other texts ----- ① — ② — ③ — ④

29

- A. Do you have a library or reading corner in your classroom?**

Fill in **one** circle only.

Yes --- ①

No --- ②

(If No, go to #30)

If Yes,

- B. About how many books are in your classroom library?**

Fill in **one** circle only.

0–25 -- ①

26–50 -- ②

51–100 -- ③

More than 100 -- ④

- C. About how many magazines with different titles are in your classroom library?**

Fill in **one** circle only.

0 -- ①

1–2 -- ②

3–5 -- ③

More than 5 -- ④

- D. How often do you give the students in your class time to use the classroom library or reading corner?**

Fill in **one** circle only.

Every day or almost every day -- ①

Once or twice a week --- ②

Once or twice a month --- ③

Never or almost never --- ④

- E. Can the students borrow books from the classroom library or reading corner to take home?**

Fill in **one** circle only.

Yes --- ①

No --- ②

Reading Homework

30

How often do you take or send the students to a library other than your classroom library?

Fill in **one** circle only.


- At least once or twice a week --- ①
 Once or twice a month --- ②
 A few times a year --- ③
 Never or almost never --- ④

Questions 31 - 33 ask about homework for the fourth-grade students in this class.

31

How often do you assign reading as part of homework (for any subject)?

Fill in **one** circle only.

- I do not assign reading for homework --- ① 
 (If No, go to #34)
- Less than once a week --- ②
 1 or 2 times a week --- ③
 3 or 4 times a week --- ④
 Every day --- ⑤

32

In general, how much time do you expect students to spend on homework involving reading (for any subject) each time you assign it?

Fill in **one** circle only.

- 15 minutes or less --- ①
 16–30 minutes --- ②
 31–60 minutes --- ③
 More than 60 minutes --- ④

33

How often do you do the following with the reading homework assignments for this class?

Fill in **one** circle for each line.

- | | Always or almost always | Sometimes | Never or almost never |
|--|-------------------------|-----------|-----------------------|
| a) Correct assignments and give feedback to students ----- | ① | ② | ③ |
| b) Discuss the homework in class ----- | ① | ② | ③ |
| c) Monitor whether or not the homework was completed ---- | ① | ② | ③ |

Reading Difficulties

Questions 34 - 35 ask about how you deal with reading difficulties of fourth-grade students in this class.

34

Are the following resources available to you to work with students who have difficulty with reading?

Fill in **one** circle for each line.

- Always Sometimes Never
- a) A specialized professional (e.g., reading specialist, speech therapist) ----- ① — ② — ③
- b) A teacher-aide ----- ① — ② — ③
- c) An adult/parent volunteer ----- ① — ② — ③

35

What do you usually do if a student begins to fall behind in reading?

Fill in **one** circle for each line.

- Yes No
- a) I have the student work with a specialized professional (e.g., reading specialist, speech therapist) ----- ① — ②
- b) I wait to see if performance improves with maturation ----- ① — ②
- c) I spend more time working on reading individually with that student ----- ① — ②
- d) I ask the parents to help the student with reading ----- ① — ②

Assessing Reading

36

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

Fill in **one** circle for each line.

- Major emphasis Some emphasis Little or no emphasis
- a) Evaluation of students' ongoing work ----- ① — ② — ③
- b) Classroom tests (for example, teacher-made or textbook tests) ----- ① — ② — ③
- c) State or district achievement tests ----- ① — ② — ③

Education in Teaching Reading

37

As part of your formal education and/or training, to what extent did you study the following areas?

Fill in **one** circle for each line.

	Not at all	Overview or introduction to topic	It was an area of emphasis
a) English -----	①	②	③
b) Pedagogy/teaching reading --	①	②	③
c) Educational psychology -----	①	②	③
d) Remedial reading -----	①	②	③
e) Reading theory -----	①	②	③
f) Special education -----	①	②	③
g) Second language learning ----	①	②	③
h) Assessment methods in reading -----	①	②	③

38

In the past two years, how many hours in total have you spent in in-service/professional development workshops or seminars that dealt directly with reading or teaching reading (e.g., reading theory, instructional methods)?

Fill in **one** circle only.

- None--- ①
- Less than 6 hours--- ②
- 6–15 hours--- ③
- 16–35 hours--- ④
- More than 35 hours--- ⑤

39

For your professional development, about how often do you read children's books?

Fill in **one** circle only.

- At least once a week--- ①
- Once or twice a month--- ②
- Once or twice a year--- ③
- Never or almost never--- ④

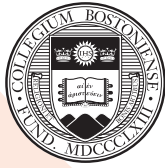
Thank You

Thank you for the thought, time, and effort you have put into completing this questionnaire.



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BOSTON
COLLEGE

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PIRLS 2011

Teacher Questionnaire

Grade 4



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PIRLS

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Checksum

TIMSS & PIRLS 2011

School Questionnaire

Grade 4

National Center for Education Statistics

U.S. Department of Education
1990 K St., NW
Washington, DC 20006



TIMSS & PIRLS
International Study Center
Lynch School of Education, Boston College

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According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0645. Approval expires 01/31/2014. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving the survey instrument, please write to:** U.S. Department of Education, Washington, D.C. 20202-4537. **If you have any comments or concerns regarding the status of your individual response to this survey, write directly to:** National Center for Education Statistics, 1990 K Street, N.W., Room 9034, Washington, D.C. 20006.

U.S. participation in this study is sponsored by the National Center for Education Statistics (NCES), U.S. Department of Education. Your responses are protected by federal statute (P.L. 107-279, Title I, Part E, Sec. 183). Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law. By law, everyone working on this NCES survey is subject to a jail term of up to 5 years, a fine of up to \$250,000, or both if he or she willfully discloses ANY identifiable information about you.

TIMSS

School Questionnaire

Your school has agreed to participate in TIMSS 2011 (Trends in International Mathematics and Science Study) and PIRLS 2011 (Progress in International Reading Literacy Study), which are educational research projects sponsored by the International Association for the Evaluation of Educational Achievement (IEA). TIMSS and PIRLS are measuring trends in student achievement in mathematics, science, and reading, and studying differences in national education systems in more than 60 countries in order to help improve teaching and learning worldwide.

This questionnaire is addressed to school principals and department heads who are asked to supply information about their schools. Since your school has been selected as part of a nationwide sample, your responses are very important in helping to describe fourth-grade education in the United States.

It is important that you answer each question carefully so that the information provided reflects the situation in your school as accurately as possible. Some of the questions will require that you look up school records, so you may wish to arrange for the assistance of another staff member to help provide this information.

Since TIMSS and PIRLS are international studies and all countries are using the same questionnaire, you may find that some of the questions seem unusual or are not entirely relevant to you or schools in the United States. Nevertheless, it is important that you do your best to answer all of the questions so comparisons can be made across countries in the study.

It is estimated that you will need approximately 30 minutes to complete this questionnaire. We appreciate the time and effort that this takes and thank you for your cooperation and contribution.

When you have completed the questionnaire, please return it to the TIMSS & PIRLS school coordinator.

NCES is authorized to collect information from the questionnaire under the Education Sciences Reform Act of 2002 (Public Law 107-279, Section 153). You do not have to provide the information requested. However, the information you provide will help the U.S. Department of Education's ongoing efforts to understand better how the educational system in the United States compares to that in other countries. There are no penalties should you choose not to participate in this study. Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose (Public Law 107-279, Section 183 and Title V, subtitle A of the E-Government Act of 2002 (P.L. 107-347)). Your response will be combined with those from other participants to produce summary statistics and reports.

This survey is estimated to take an average of 30 minutes, including time for reviewing instructions, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to: Stephen Provasnik, National Center for Education Statistics, U.S. Department of Education, 1990 K Street NW, Room 9034, Washington, DC 20006-5650. Do not return the completed form to this address.

Thank you.

TIMSS & PIRLS 2011

School Enrollment and Characteristics

1 _____

What is the total enrollment of students in your school as of April 1, 2011?

_____ students
Write in a number.

2 _____

What is the total enrollment of **fourth-grade** students in your school as of April 1, 2011?

_____ students
Write in a number.

3 _____

Approximately what percentage of students in your school have the following backgrounds?

Fill in **one** circle for each line.

	0 to 10%	11 to 25%	26 to 50%	More than 50%
a) Come from economically disadvantaged homes -----	①	②	③	④
b) Come from economically affluent homes -----	①	②	③	④

4 _____

Around the first of October 2010, what percentage of students at this school were eligible to receive free or reduced-price lunches through the National School Lunch Program?

_____ percentage of students
Write in a number.

5 _____

A. How many people live in the city, town, or area where your school is located?

Fill in **one** circle only.

- More than 500,000 people -- ①
- 100,001 to 500,000 people -- ②
- 50,001 to 100,000 people -- ③
- 15,001 to 50,000 people -- ④
- 3,001 to 15,000 people -- ⑤
- 3,000 people or fewer -- ⑥

B. Which best describes the immediate area in which your school is located?

Fill in **one** circle only.

- Urban—Densely populated --- ①
- Suburban—On fringe or outskirts of urban area --- ②
- Medium size city or large town --- ③
- Small town or village --- ④
- Remote rural --- ⑤

C. Which best characterizes the average income level of the school's immediate area?

Fill in **one** circle only.

- High --- ①
- Medium --- ②
- Low --- ③

6

What type of school is this?

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

- Regular public school-- ①
- A regular public school with a magnet program-- ②
- A magnet school or school with a special program emphasis (e.g., Montessori, science/math school, performing arts school, talented/gifted school, foreign language immersion school, etc.) - ③
- Special education: a school that primarily serves students with disabilities-- ④
- Alternative: a school designed to address the needs of students, typically at risk of educational failure, which cannot be met in regular schools-- ⑤
- Vocational-- ⑥
- Charter School-- ⑦
- Private (independent)-- ⑧
- Private (religiously affiliated)-- ⑨
- Other-- ⑩

7

A. Approximately what percentage of students in your school have English as their native language?

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

- More than 90%--- ①
- 76 to 90%--- ②
- 51 to 75%--- ③
- 26 to 50%--- ④
- 25% or less--- ⑤

B. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient (LEP)/English language learners (ELL)?

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

- 0%--- ①
- 1 to 5%--- ②
- 6 to 10%--- ③
- 11 to 25%--- ④
- 26 to 50%--- ⑤
- 51 to 75%--- ⑥
- 76 to 90%--- ⑦
- Over 90%--- ⑧

Instructional Time**8**

For the fourth-grade students in your school:

- A. How many days per year is your school open for instruction?**

_____ days
Write in the number.

- B. What is the total instructional time, excluding breaks, in a typical day?**

_____ hours and _____ minutes
Write in the number of hours and minutes.

- C. In one calendar week, how many days is the school open for instruction?**

Fill in **one** circle only.

- 6 days --- ①
5 1/2 days --- ②
5 days --- ③
4 1/2 days --- ④
4 days --- ⑤
Other --- ⑥

Resources and Technology**9**

What is the total number of computers that can be used for instructional purposes by fourth-grade students?

_____ computers
Write in the number.

10

Does your school have a science laboratory that can be used by fourth-grade students?

Fill in **one** circle only.

- Yes --- ①
No --- ②

11

Does your school have a school library?

Fill in **one** circle only.

- Yes --- ①
No --- ②

(If No, go to #12)

If Yes,

- A. Approximately how many books with different titles does your school library have (exclude magazines and periodicals)?**

Fill in **one** circle only.

- 250 or fewer --- ①
251–500 --- ②
501–2,000 --- ③
2,001–5,000 --- ④
5,001–10,000 --- ⑤
More than 10,000 --- ⑥

- B. Approximately how many titles of magazines and other periodicals does your school library have?**

Fill in **one** circle only.

- 0 --- ①
1–5 --- ②
6–10 --- ③
11–30 --- ④
31 or more --- ⑤

12

How much is your school's capacity to provide instruction affected by a shortage or inadequacy of the following?

Fill in **one** circle for each line.

Not at all

A little

Some

A lot

A. General School Resources

- a) Instructional materials (e.g., textbooks)----- ① — ② — ③ — ④
- b) Supplies (e.g., papers, pencils)----- ① — ② — ③ — ④
- c) School buildings and grounds ----- ① — ② — ③ — ④
- d) Heating/cooling and lighting systems----- ① — ② — ③ — ④
- e) Instructional space (e.g., classrooms)----- ① — ② — ③ — ④
- f) Technologically competent staff----- ① — ② — ③ — ④
- g) Computers for instruction ----- ① — ② — ③ — ④

B. Resources for Reading Instruction

- a) Teachers with a specialization in reading----- ① — ② — ③ — ④
- b) Computer software for reading instruction----- ① — ② — ③ — ④
- c) Library books----- ① — ② — ③ — ④
- d) Audio-visual resources for reading instruction----- ① — ② — ③ — ④

Fill in **one** circle for each line.

Not at all

A little

Some

A lot

C. Resources for Mathematics Instruction

- a) Teachers with a specialization in mathematics ----- ① — ② — ③ — ④
- b) Computer software for mathematics instruction----- ① — ② — ③ — ④
- c) Library materials relevant to mathematics instruction----- ① — ② — ③ — ④
- d) Audio-visual resources for mathematics instruction----- ① — ② — ③ — ④
- e) Calculators for mathematics instruction----- ① — ② — ③ — ④

D. Resources for Science Instruction

- a) Teachers with a specialization in science ----- ① — ② — ③ — ④
- b) Computer software for science instruction----- ① — ② — ③ — ④
- c) Library materials relevant to science instruction ----- ① — ② — ③ — ④
- d) Audio-visual resources for science instruction ----- ① — ② — ③ — ④
- e) Science equipment and materials ----- ① — ② — ③ — ④

Involving Parents in Your School

13

A. How often does your school do the following for parents concerning individual students?

Fill in **one** circle for each line.

- Never Once a year 2–3 times a year More than 3 times a year
- a) Inform parents about their child's learning progress ----- ① — ② — ③ — ④
- b) Inform parents about the behavior and well-being of their child at school ----- ① — ② — ③ — ④
- c) Discuss parents' concerns or wishes about their child's learning ----- ① — ② — ③ — ④
- d) Support individual parents in helping their child with schoolwork ----- ① — ② — ③ — ④

B. How often does your school ask parents to do the following?

Fill in **one** circle for each line.

- Never Once a year 2–3 times a year More than 3 times a year
- a) Volunteer for school projects, programs, and trips ----- ① — ② — ③ — ④
- b) Serve on school committees ----- ① — ② — ③ — ④

C. How often does your school do the following for parents in general?

Fill in **one** circle for each line.

- Never Once a year 2–3 times a year More than 3 times a year
- a) Inform parents about the overall academic achievement of the school (e.g., results of state and/or district tests, results of inspections of learning) ----- ① — ② — ③ — ④
- b) Inform parents about school accomplishments (e.g., tournament results, facility improvements) ----- ① — ② — ③ — ④
- c) Inform parents about the educational goals and pedagogic principles of the school ----- ① — ② — ③ — ④
- d) Inform parents about the rules of the school ----- ① — ② — ③ — ④
- e) Discuss parents' concerns or wishes about the school's organization (e.g., rules and regulations, time tables, safety measures) ----- ① — ② — ③ — ④
- f) Provide parents with additional learning materials (e.g., books, computer software) for their child to use at home ----- ① — ② — ③ — ④
- g) Organize workshops or seminars for parents on learning or pedagogical issues ----- ① — ② — ③ — ④

School Climate

14

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

Fill in **one** circle for each line.

- 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

15

A. To what degree is each of the following a problem among fourth-grade students in your school?

Fill in **one** circle for each line.

- Not a problem
Minor problem
Moderate problem
Serious problem
- a) Arriving late at school ----- ① — ② — ③ — ④
- b) Absenteeism (i.e., unjustified absences) ----- ① — ② — ③ — ④
- c) Classroom disturbance ----- ① — ② — ③ — ④
- d) Cheating ----- ① — ② — ③ — ④
- e) Profanity ----- ① — ② — ③ — ④
- f) Vandalism ----- ① — ② — ③ — ④
- g) Theft ----- ① — ② — ③ — ④
- h) Intimidation or verbal abuse among students (including texting, emailing, etc.) ----- ① — ② — ③ — ④
- i) Physical fights among students ----- ① — ② — ③ — ④
- j) Intimidation or verbal abuse of teachers or staff (including texting, emailing, etc.) ----- ① — ② — ③ — ④

B. To what degree is each of the following a problem among teachers in your school?

Fill in **one** circle for each line.

- Not a problem
Minor problem
Moderate problem
Serious problem
- a) Arriving late or leaving early --- ① — ② — ③ — ④
- b) Absenteeism ----- ① — ② — ③ — ④

Teachers in Your School**16**

In your school, are any of the following used to evaluate the practice of fourth-grade teachers?

Fill in **one** circle for each line.

- | | Yes | No |
|---|-------|-------|
| a) Observations by the principal or senior staff ----- | ① — ② | ① — ② |
| b) Observations by inspectors or other persons external to the school ----- | ① — ② | ① — ② |
| c) Student achievement ----- | ① — ② | ① — ② |
| d) Teacher peer review ----- | ① — ② | ① — ② |

Leadership Activities**17**

During the past year, approximately how much time have you spent on the following school leadership activities in your role as a school principal?

Fill in **one** circle for each line.

- | | No time | Some time | A lot of time |
|---|-----------|-----------|---------------|
| a) Promoting the school's educational vision or goals ----- | ① — ② — ③ | ① — ② — ③ | ① — ② — ③ |
| b) Developing the school's curricular and educational goals ----- | ① — ② — ③ | ① — ② — ③ | ① — ② — ③ |
| c) Monitoring teachers' implementation of the school's educational goals in their teaching ----- | ① — ② — ③ | ① — ② — ③ | ① — ② — ③ |
| d) Monitoring students' learning progress to ensure that the school's educational goals are reached ----- | ① — ② — ③ | ① — ② — ③ | ① — ② — ③ |
| e) Keeping an orderly atmosphere in the school ----- | ① — ② — ③ | ① — ② — ③ | ① — ② — ③ |
| f) Ensuring that there are clear rules for student behavior ----- | ① — ② — ③ | ① — ② — ③ | ① — ② — ③ |
| g) Addressing disruptive student behavior ----- | ① — ② — ③ | ① — ② — ③ | ① — ② — ③ |
| h) Creating a climate of trust among teachers ----- | ① — ② — ③ | ① — ② — ③ | ① — ② — ③ |
| i) Initiating a discussion to help teachers who have problems in the classroom ----- | ① — ② — ③ | ① — ② — ③ | ① — ② — ③ |
| j) Advising teachers who have questions or problems with their teaching ----- | ① — ② — ③ | ① — ② — ③ | ① — ② — ③ |
| k) Visiting other schools or attending educational conferences for new ideas ----- | ① — ② — ③ | ① — ② — ③ | ① — ② — ③ |
| l) Initiating educational projects or improvements ----- | ① — ② — ③ | ① — ② — ③ | ① — ② — ③ |
| m) Participating in professional development activities specifically for school principals ----- | ① — ② — ③ | ① — ② — ③ | ① — ② — ③ |

School Readiness**18**

About how many of the students in your school can do the following when they begin primary/elementary school?

Fill in **one** circle for each line.

	Less than 25%	25–50%	51–75%	More than 75%
a) Recognize most of the letters of the alphabet -----	①	②	③	④
b) Read some words -----	①	②	③	④
c) Read sentences -----	①	②	③	④
d) Write letters of the alphabet --	①	②	③	④
e) Write some words -----	①	②	③	④
f) Count up to 100 or higher ----	①	②	③	④
g) Recognize all 10 written numbers from 1–10 -----	①	②	③	④
h) Write all 10 numbers from 1–10 -----	①	②	③	④

Reading in Your School**19**

At which grade do the following reading skills and strategies first receive a major emphasis in instruction in your school?

Fill in **one** circle for each line.

	First grade or earlier	Second grade	Third grade	Fourth grade	Not in these grades
a) Knowing letters of the alphabet -----	①	②	③	④	⑤
b) Knowing letter-sound relationships -----	①	②	③	④	⑤
c) Reading words -----	①	②	③	④	⑤
d) Reading isolated sentences ---	①	②	③	④	⑤
e) Reading connected text -----	①	②	③	④	⑤
f) Locating information within the text -----	①	②	③	④	⑤
g) Identifying the main idea of a text -----	①	②	③	④	⑤
h) Explaining or supporting understanding of a text -----	①	②	③	④	⑤
i) Comparing a text with personal experience -----	①	②	③	④	⑤
j) Comparing different texts ----	①	②	③	④	⑤
k) Making predictions about what will happen next in a text -----	①	②	③	④	⑤
l) Making generalizations and drawing inferences based on a text -----	①	②	③	④	⑤
m) Describing the style or structure of a text -----	①	②	③	④	⑤
n) Determining the author's perspective or intention -----	①	②	③	④	⑤

20

Compared with other areas of the curriculum (e.g., mathematics and science), how much emphasis does your school place on teaching the following language and literacy skills to students in grades 1 to 4?

Fill **one** circle for each line.

	More emphasis	Same emphasis	Less emphasis
a) Reading -----	①	②	③
b) Writing (not handwriting) ----	①	②	③
c) Speaking/listening (oral language) -----	①	②	③

21

For students in fourth-grade and below, does your school make provisions for reading instruction in mother tongue for students whose mother tongue is not English?

Fill **one** circle only.

- Yes--- ①
No--- ②

Thank You

Thank you for the thought, time, and effort you have put into completing this questionnaire.



BOSTON
COLLEGE

timssandpirls.bc.edu

TIMSS & PIRLS 2011

School Questionnaire

Grade 4



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International Association
for the Evaluation of
Educational Achievement

TIMSS & PIRLS 2011 Curriculum Questionnaire

GENERAL MODULE

***To be completed by all countries participating
in TIMSS and/or PIRLS***

1. What is your country's name for the grade(s) tested in TIMSS and/or PIRLS 2011, in English (e.g., grade 4, grade 8)?

2. In your country, what is the stated official policy or regulation on students' age of entry to primary school (ISCED Level 1)?

Examples: "Children begin school during the calendar year of their 6th birthday"; "Children must be 6 years old by the end of June to begin school the following September".

A. If the official policy allows some parental discretion or choice, please describe the usual practice.

Example: "Even though the official policy is that students can begin school in the year when they turn 6 years old, children typically begin primary school at age 7 because their parents feel they will benefit from being more mature".

B. Has the stated official policy changed in the last 10 years?

*Check **one** circle only.*

Yes--- ☐

No--- ☐

If Yes....

C. How did the policy change, and when was the change made?

--

Questions 3-5 ask about the years of schooling provided in your country, beginning with preprimary education.

3. Is preprimary education (ISCED Level 0) mandatory for children in your country?

Check **one** circle only.

Yes--- ☐

No--- ☐

If Yes....

A. How many years are students required to attend preprimary education?

1 year----- ☐

2 years----- ☐

3 years----- ☐

More than 3 years---- ☐

If No....

B. What types of preprimary education are available, but not mandatory?

Check **one** circle for each line.

	Yes	No
a) Public preprimary education -----	<input type="radio"/>	<input type="radio"/>
b) Licensed early childhood education providers-----	<input type="radio"/>	<input type="radio"/>
c) Other-----	<input type="radio"/>	<input type="radio"/>

Please specify:

Any other comments about preprimary education:

4. What are the ages and/or grades of compulsory education in your country?

Example: “Ages 6-16; Grades 1-9”.

5. Beginning with ISCED Level 1, what grades of schooling are provided to students through ISCED Level 3 (upper secondary)?

Example: “Grades 1-12”.

6. Does your country have a national curriculum for preprimary education (ISCED Level 0)?

*Check **one** circle only.*

Yes--- ☐

No--- ☐

If Yes....

- A. Are language, reading, and writing skills part of the preprimary curriculum?

*Check **one** circle only.*

Yes--- ☐

No--- ☐

Please describe:

- B. Is mathematics (e.g., counting, learning shapes) part of the preprimary curriculum?

*Check **one** circle only.*

Yes--- ☐

No--- ☐

Please describe:

C. Is science (e.g., nature study, weather) part of the preprimary curriculum?

Check **one** circle only.

Yes--- ☐

No--- ☐

Please describe:

7. Does your country have a policy on the promotion and retention of students across grades 1-8?

Example: "Automatic promotion for grades 1-5, dependent on academic progress for grades 6-8".

Check **one** circle only.

Yes--- ☐

No--- ☐

Please describe:

8. Does your country have a nationally mandated number of school days per year?

*Check **one** circle only.*

Yes--- ☐

No--- ☐

Please describe:

9. What is the **main** preparation route(s) for teachers of students in the **fourth grade**?

Example: "Most teachers receive their education through a university degree program. Some have attended a teacher college program, but that is becoming less common".

- A. According to the **main** teacher preparation route, what are the current requirements for being a teacher of students in the **fourth grade**?

*Check **one** circle for each line.*

- | | Yes | No |
|--|-----------------------|-----------------------|
| a) Supervised practicum during the teacher education program-----
<i>If Yes...</i>
How long is this period? _____ | <input type="radio"/> | <input type="radio"/> |
| b) Passing a qualifying examination (e.g., licensing, certification)----- | <input type="radio"/> | <input type="radio"/> |
| c) Completion of a probationary teaching period-----
<i>If Yes...</i>
How long is this period? _____ | <input type="radio"/> | <input type="radio"/> |
| d) Completion of a mentoring or induction program (e.g., experienced teachers work with novice teachers to provide instructional guidance) ----- | <input type="radio"/> | <input type="radio"/> |
| e) Other-----
Please specify:
_____ | <input type="radio"/> | <input type="radio"/> |

- B. If the main preparation route(s) for teachers of students in the **eighth grade** is different, what is their **main** preparation route?

- C. If the requirements are different than the fourth grade, what are the current requirements for being a teacher of students in the **eighth grade**?

*Check **one** circle for each line.*

- | | Yes | No |
|---|-----------------------|-----------------------|
| a) Supervised practicum during the teacher education program-----
<i>If Yes...</i>
How long is this period? _____ | <input type="radio"/> | <input type="radio"/> |
| b) Passing a qualifying examination (e.g., licensing, certification)----- | <input type="radio"/> | <input type="radio"/> |
| c) Completion of a probationary teaching period-----
<i>If Yes...</i>
How long is this period? _____ | <input type="radio"/> | <input type="radio"/> |
| d) Completion of a mentoring or induction program
(e.g., experienced teachers work with novice teachers to provide instructional guidance) ----- | <input type="radio"/> | <input type="radio"/> |
| e) Other-----
Please specify:
_____ | <input type="radio"/> | <input type="radio"/> |

10. A. Does an educational authority in your country (e.g., National Ministry of Education) administer examinations in the following subjects that have consequences for individual students, such as entry to a higher school system, entry to a university, and/or exiting or graduating from secondary school?

Check **one** circle for each line.

- | | Yes | No |
|----------------------|-----------------------|-----------------------|
| a) Language(s) ----- | <input type="radio"/> | <input type="radio"/> |
| b) Mathematics----- | <input type="radio"/> | <input type="radio"/> |
| c) Science----- | <input type="radio"/> | <input type="radio"/> |

B. Please describe the grades at which the exams are given and the purpose of each exam.

Example: "There is an exam including language and mathematics given at the end of grade 8 to determine placement for entry to secondary school."

C. Does your country have a national or regional policy to make accommodations for students with special needs taking national or regional tests?

*Examples: "Providing materials in Braille for visually impaired students";
"Providing instructions in sign language for hearing impaired students".*

Check **one** circle only.

Yes--- ☐

No--- ☐

If Yes...

What is the policy?

D. If there are not exams, is there a similar process that has consequences for individual students?

Example: “Teacher recommendations”



11. Is there a national/regional policy to encourage parental involvement in the schools attended by **fourth-grade** students?

Example: "Parents must be included in school governing bodies".

*Check **one** circle only.*

Yes--- ☐

No--- ☐

If Yes...

What is the policy?

If No...

Comments:

12. Is there a national/regional policy to encourage parental involvement in the schools attended by **eighth-grade** students?

*Check **one** circle only.*

- Yes, same as fourth grade--- ☐
- Yes, but different than fourth grade--- ☐
- No--- ☐

If different from fourth grade...
What is the policy?

**MATHEMATICS MODULE
GRADE 4
(TIMSS Grade 4 Module, Part 1)**

***To be completed by all countries participating
in TIMSS at the fourth grade***

1. Does your country have a national curriculum that covers mathematics instruction at the fourth grade of primary/elementary school?

Check **one** circle only.

Yes--- ☐

No--- ☐

If Yes...

Comments:

If No...

What is the highest level of decision-making authority (e.g., state or province) that provides a curriculum that covers mathematics instruction at the fourth grade of primary/elementary school?

Question 2 pertains to the mathematics curriculum that was in effect for the students assessed in TIMSS 2010/2011.

2. A. In what year was the current mathematics curriculum introduced?

Refers to the national curriculum that covers mathematics instruction at the fourth grade of primary/elementary school for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

Comments:

- B. Is the mathematics curriculum being revised?

*Check **one** circle only.*

Yes--- ☐

No--- ☐

If Yes...
Please explain:

If No...
Comments:

3. For the primary/elementary school mathematics curriculum, what is the grade structure?

Refers to the national curriculum that covers mathematics instruction at the fourth grade of primary/elementary school for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

Examples: "Grades 1-5"; "Grades 1-3, 4-5"; "Grade 1, 2-4"

4. What does the mathematics curriculum prescribe?

Refers to the national curriculum that covers mathematics instruction at the fourth grade of primary/elementary school for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

*Check **one** circle for each line.*

	Yes	No
a) Goals and objectives-----	<input type="radio"/>	<input type="radio"/>
b) Instructional processes or methods-----	<input type="radio"/>	<input type="radio"/>
c) Materials (e.g., textbooks, or instructional materials)-----	<input type="radio"/>	<input type="radio"/>
d) Assessment methods/activities-----	<input type="radio"/>	<input type="radio"/>
e) Other-----	<input type="radio"/>	<input type="radio"/>
Please specify: _____		

Comments:

5. Is there a process for approving the textbooks used for mathematics instruction?

*Check **one** circle only.*

Yes--- ☐

No--- ☐

If Yes...

Please describe the process:

6. A. Does the national curriculum contain statements/policies about the use of calculators in grade 4 mathematics instruction?

Refers to the national curriculum that covers mathematics instruction at the fourth grade of primary/elementary school for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

Check **one** circle only.

Yes--- ☐

No--- ☐

If Yes...

What are the statements/policies?

- B. Does the national curriculum contain statements/policies about the use of calculators in grade 4 mathematics tests or examinations?

Refers to the national curriculum that covers mathematics instruction at the fourth grade of primary/elementary school for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

Check **one** circle only.

Yes--- ☐

No--- ☐

If Yes...

What are the statements/policies?

Comments:

7. Does the national curriculum contain statements/policies about the use of computers in grade 4 mathematics?

Refers to the national curriculum that covers mathematics instruction at the fourth grade of primary/elementary school for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

Check **one** circle only.

Yes--- ☐

No--- ☐

If Yes...

What are the statements/policies?

Comments:

8. How much emphasis does the national mathematics curriculum place on the following?

Refers to the national curriculum that covers mathematics instruction at the fourth grade of primary/elementary school for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

*Check **one** circle for each line.*

	None	Very Little	Some	A lot
a) Mastering basic skills and procedures-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Applying mathematics in real-life contexts-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Reasoning mathematically-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

9. (i) According to the national mathematics curriculum, what proportion of grade 4 students should have been taught each of the following topics or skills by the end of grade 4?







Be sure to include curriculum expectations for all grades up to and including grade 4. Grades represent years of formal schooling. For example, if “Year 5” in your country corresponds to the fourth year of formal schooling, please choose grade 4.

- (ii) Across grades from preprimary to upper secondary education, at what grade(s) are the topics primarily intended to be taught?

If there are not any specifications to this detail, please indicate national expectations to the best of your ability. If part of a topic does not apply (e.g., finding missing terms in part A topic (h)), please explain in the comment field.

Refers to the national curriculum that covers mathematics instruction at the fourth grade of primary/elementary school for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

	(i) Proportion of grade 4 students expected to be taught topic			(ii) Grade(s) topic is expected to be taught preprimary (PP) through the end of upper secondary (G12)												
	All or almost all students	Only the more able students	Not included in the curriculum through grade 4	PP	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12
A. Number																
a) Concepts of whole numbers, including place value and ordering-----				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Adding, subtracting, multiplying, and/or dividing with whole numbers-----				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>c) Concepts of fractions (fractions as parts of a whole or of a collection, or as a location on a number line; comparing and ordering fractions) -----</p>		<table border="1"> <tr> <td>PP</td><td>G1</td><td>G2</td><td>G3</td><td>G4</td><td>G5</td><td>G6</td></tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr> <td>G7</td><td>G8</td><td>G9</td><td>G10</td><td>G11</td><td>G12</td><td></td></tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td></td></tr> </table>	PP	G1	G2	G3	G4	G5	G6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	G7	G8	G9	G10	G11	G12		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PP	G1	G2	G3	G4	G5	G6																								
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G7	G8	G9	G10	G11	G12																									
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																									
<p>d) Adding and subtracting with fractions-----</p>		<table border="1"> <tr> <td>PP</td><td>G1</td><td>G2</td><td>G3</td><td>G4</td><td>G5</td><td>G6</td></tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr> <td>G7</td><td>G8</td><td>G9</td><td>G10</td><td>G11</td><td>G12</td><td></td></tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td></td></tr> </table>	PP	G1	G2	G3	G4	G5	G6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	G7	G8	G9	G10	G11	G12		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PP	G1	G2	G3	G4	G5	G6																								
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																									
<p>e) Concepts of decimals, including place value and ordering-----</p>		<table border="1"> <tr> <td>PP</td><td>G1</td><td>G2</td><td>G3</td><td>G4</td><td>G5</td><td>G6</td></tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr> <td>G7</td><td>G8</td><td>G9</td><td>G10</td><td>G11</td><td>G12</td><td></td></tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td></td></tr> </table>	PP	G1	G2	G3	G4	G5	G6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	G7	G8	G9	G10	G11	G12		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PP	G1	G2	G3	G4	G5	G6																								
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																									
<p>f) Adding and subtracting with decimals-----</p>		<table border="1"> <tr> <td>PP</td><td>G1</td><td>G2</td><td>G3</td><td>G4</td><td>G5</td><td>G6</td></tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr> <td>G7</td><td>G8</td><td>G9</td><td>G10</td><td>G11</td><td>G12</td><td></td></tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td></td></tr> </table>	PP	G1	G2	G3	G4	G5	G6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	G7	G8	G9	G10	G11	G12		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PP	G1	G2	G3	G4	G5	G6																								
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G7	G8	G9	G10	G11	G12																									
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																									
<p>g) Number sentences (finding the missing number, modeling simple situations with number sentences) -----</p>		<table border="1"> <tr> <td>PP</td><td>G1</td><td>G2</td><td>G3</td><td>G4</td><td>G5</td><td>G6</td></tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr> <td>G7</td><td>G8</td><td>G9</td><td>G10</td><td>G11</td><td>G12</td><td></td></tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td></td></tr> </table>	PP	G1	G2	G3	G4	G5	G6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	G7	G8	G9	G10	G11	G12		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PP	G1	G2	G3	G4	G5	G6																								
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G7	G8	G9	G10	G11	G12																									
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																									
<p>h) Number patterns (extending number patterns and finding missing terms) ---</p>		<table border="1"> <tr> <td>PP</td><td>G1</td><td>G2</td><td>G3</td><td>G4</td><td>G5</td><td>G6</td></tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr> <td>G7</td><td>G8</td><td>G9</td><td>G10</td><td>G11</td><td>G12</td><td></td></tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td></td></tr> </table>	PP	G1	G2	G3	G4	G5	G6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	G7	G8	G9	G10	G11	G12		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																									

Comments:

		(i) Proportion of grade 4 students expected to be taught topic			(ii) Grade(s) topic is expected to be taught preprimary (PP) through the end of upper secondary (G12)						
		<i>Check one circle for each line.</i>									
		All or almost all students	Only the more able students	Not included in the curriculum through grade 4							
B. Geometric Shapes and Measures											
a) Lines: measuring, estimating length of; parallel and perpendicular lines-----	<input type="radio"/> ----- <input type="radio"/> ----- <input type="radio"/>				PP	G1	G2	G3	G4	G5	G6
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					G7	G8	G9	G10	G11	G12	
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) Comparing and drawing angles---	<input type="radio"/> ----- <input type="radio"/> ----- <input type="radio"/>				PP	G1	G2	G3	G4	G5	G6
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					G7	G8	G9	G10	G11	G12	
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) Using informal coordinate systems to locate points in a plane (e.g., in square B4) -----	<input type="radio"/> ----- <input type="radio"/> ----- <input type="radio"/>				PP	G1	G2	G3	G4	G5	G6
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					G7	G8	G9	G10	G11	G12	
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d) Elementary properties of common geometric shapes-	<input type="radio"/> ----- <input type="radio"/> ----- <input type="radio"/>				PP	G1	G2	G3	G4	G5	G6
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					G7	G8	G9	G10	G11	G12	
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e) Reflections and rotations-----	<input type="radio"/> ----- <input type="radio"/> ----- <input type="radio"/>				PP	G1	G2	G3	G4	G5	G6
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					G7	G8	G9	G10	G11	G12	
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f) Relationships between two-dimensional and three-dimensional shapes-----	<input type="radio"/> ----- <input type="radio"/> ----- <input type="radio"/>				PP	G1	G2	G3	G4	G5	G6
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					G7	G8	G9	G10	G11	G12	
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

g) Finding and estimating areas, perimeters and volumes-----	PP	G1	G2	G3	G4	G5	G6
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	G7	G8	G9	G10	G11	G12	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments:

	(i) Proportion of grade 4 students expected to be taught topic			(ii) Grade(s) topic is expected to be taught						
	All or almost all students	Only the more able students	Not included in the curriculum through grade 4	preprimary (PP) through the end of upper secondary (G12)						
Check one circle for each line.										
C. Data Display										
a) Reading data from tables, pictographs, bar graphs, or pie charts-----				PP	G1	G2	G3	G4	G5	G6
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				G7	G8	G9	G10	G11	G12	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) Drawing conclusions from data displays-----				PP	G1	G2	G3	G4	G5	G6
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				G7	G8	G9	G10	G11	G12	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) Displaying data using tables, pictographs, and bar graphs-----				PP	G1	G2	G3	G4	G5	G6
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				G7	G8	G9	G10	G11	G12	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments:

10. In what form is the mathematics curriculum made available?

Refers to the national curriculum that covers mathematics instruction at the fourth grade of primary/elementary school for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

Check **one** circle for each line.

	Yes	No
a) Official publication containing the curriculum-----	<input type="radio"/>	<input type="radio"/>
b) Ministry notes and directives-----	<input type="radio"/>	<input type="radio"/>
c) Mandated or recommended textbooks-----	<input type="radio"/>	<input type="radio"/>
d) Instructional or pedagogical guide-----	<input type="radio"/>	<input type="radio"/>
e) Specifically developed or recommended instructional activities--	<input type="radio"/>	<input type="radio"/>
f) Other-----	<input type="radio"/>	<input type="radio"/>

Please specify: _____

Comments:

11. Does the curriculum prescribe the percentage of **total** instructional time to be devoted to **mathematics** instruction at the fourth grade of primary/elementary school?

Refers to the national curriculum that covers mathematics instruction at the fourth grade of primary/elementary school for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

Check **one** circle only.

Yes--- ☐

No--- ☐

If Yes...

Please specify the percentage.

Comments:

12. How is the mathematics curriculum implementation evaluated?

Refers to the national curriculum that covers mathematics instruction at the fourth grade of primary/elementary school for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

*Check **one** circle for each line.*

	Yes	No
a) Visits by inspectors/supervisors-----	<input type="radio"/>	<input type="radio"/>
b) Research programs-----	<input type="radio"/>	<input type="radio"/>
c) School self-evaluation-----	<input type="radio"/>	<input type="radio"/>
d) National or regional assessments-----	<input type="radio"/>	<input type="radio"/>
e) Other-----	<input type="radio"/>	<input type="radio"/>
Please specify: _____		

Comments:

**SCIENCE MODULE
GRADE 4
(TIMSS Grade 4 Module, Part 2)**

***To be completed by all countries participating
in TIMSS at the fourth grade***

1. Does your country have a national curriculum that covers science instruction at the fourth grade of primary/elementary school?

Check **one** circle only.

Yes--- ☐

No--- ☐

If Yes...

Comments:

If No...

What is the highest level of decision-making authority (e.g., state or province) that provides a curriculum that covers science instruction at the fourth grade of primary/elementary school?

Question 2 pertains to the science curriculum that was in effect for the students assessed in TIMSS 2010/2011.

2. A. In what year was the current science curriculum introduced?

Refers to the national curriculum that covers science instruction at the fourth grade of primary/elementary schooling for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

Comments:

- B. Is the science curriculum currently being revised?

*Check **one** circle only.*

Yes--- ☐

No--- ☐

If Yes...
Please explain:

If No...
Comments:

3. For the primary/elementary school science curriculum, what is the grade structure?

Refers to the national curriculum that covers science instruction at the fourth grade of primary/elementary schooling for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

Examples: "Grades 1-5"; "Grades 1-3, 4-5"; "Grade 1, 2-4"

4. What does the science curriculum prescribe?

Refers to the national curriculum that covers science instruction at the fourth grade of primary/elementary schooling for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

*Check **one** circle for each line.*

	Yes	No
a) Goals and objectives-----	<input type="radio"/>	<input type="radio"/>
b) Instructional processes or methods-----	<input type="radio"/>	<input type="radio"/>
c) Materials (e.g., textbooks, or instructional materials)-----	<input type="radio"/>	<input type="radio"/>
d) Assessment methods/activities-----	<input type="radio"/>	<input type="radio"/>
e) Other-----	<input type="radio"/>	<input type="radio"/>
Please specify: _____		

Comments:

5. Is there a process for approving the textbooks used for science instruction?

*Check **one** circle only.*

Yes--- ☐

No--- ☐

If Yes...

Please describe the process:

--

6. Does the national curriculum contain statements/policies about the use of computers in grade 4 science?

Refers to the national curriculum that covers science instruction at the fourth grade of primary/elementary schooling for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

Check **one** circle only.

Yes--- ☐

No--- ☐

If Yes...

What are the statements/policies?

Comments:

7. How much emphasis does the national science curriculum place on the following?

Refers to the national curriculum that covers science instruction at the fourth grade of primary/elementary schooling for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

*Check **one** circle for each line.*

	None	Very Little	Some	A lot
a) Knowing basic science facts and principles-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Applying science in real-life contexts-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Providing explanations or justifications about what is being studied-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Designing and planning experiments or investigations-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Conducting experiments or investigations-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

8. (i) According to the national science curriculum, what proportion of grade 4 students should have been taught each of the following topics or skills by the end of grade 4?





Be sure to include curriculum expectations for all grades up to and including grade 4. Grades represent years of formal schooling. For example, if “Year 5” in your country corresponds to the fourth year of formal schooling, please choose grade 4.

Across grades from preprimary through upper secondary, at what grade(s) are the topics primarily intended to be taught?

If there are not any specifications to this detail, please indicate national expectations to the best of your ability. If part of a topic does not apply (e.g., pollution in part A topic (e)), please explain in the comment field.





Refers to the national curriculum that covers science instruction at the fourth grade of primary/elementary schooling for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

	(i) Proportion of grade 4 students expected to be taught topic			(ii) Grade(s) topic is expected to be taught						
	All or almost all students	Only the more able students	Not included in the curriculum through grade 4	preprimary (PP) through the end of upper secondary (G12)						
	Check one circle for each line.									
A. Life Science										
a) Major body structures and their functions in humans and other organisms (plants and animals) -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	PP	G1	G2	G3	G4	G5	G6
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				G7	G8	G9	G10	G11	G12	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) Life cycles and reproduction in plants and animals-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	PP	G1	G2	G3	G4	G5	G6
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				G7	G8	G9	G10	G11	G12	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	






c) Physical features, behavior, and survival of organisms living in different environments-----		<table border="1"> <thead> <tr> <th>PP</th> <th>G1</th> <th>G2</th> <th>G3</th> <th>G4</th> <th>G5</th> <th>G6</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <th>G7</th> <th>G8</th> <th>G9</th> <th>G10</th> <th>G11</th> <th>G12</th> <td></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td></td> </tr> </tbody> </table>	PP	G1	G2	G3	G4	G5	G6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	G7	G8	G9	G10	G11	G12		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PP	G1	G2	G3	G4	G5	G6																								
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G7	G8	G9	G10	G11	G12																									
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																									
d) Relationships in a given community (e.g., simple food chains, predator-prey relationships) -----		<table border="1"> <thead> <tr> <th>PP</th> <th>G1</th> <th>G2</th> <th>G3</th> <th>G4</th> <th>G5</th> <th>G6</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <th>G7</th> <th>G8</th> <th>G9</th> <th>G10</th> <th>G11</th> <th>G12</th> <td></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td></td> </tr> </tbody> </table>	PP	G1	G2	G3	G4	G5	G6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	G7	G8	G9	G10	G11	G12		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PP	G1	G2	G3	G4	G5	G6																								
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G7	G8	G9	G10	G11	G12																									
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																									
e) Changes in environments (effects of human activity, pollution and its prevention) -----		<table border="1"> <thead> <tr> <th>PP</th> <th>G1</th> <th>G2</th> <th>G3</th> <th>G4</th> <th>G5</th> <th>G6</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <th>G7</th> <th>G8</th> <th>G9</th> <th>G10</th> <th>G11</th> <th>G12</th> <td></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td></td> </tr> </tbody> </table>	PP	G1	G2	G3	G4	G5	G6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	G7	G8	G9	G10	G11	G12		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PP	G1	G2	G3	G4	G5	G6																								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																								
G7	G8	G9	G10	G11	G12																									
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																									
f) Human health (e.g., transmission/prevention of communicable diseases, signs of health/illness, diet, exercise) ----		<table border="1"> <thead> <tr> <th>PP</th> <th>G1</th> <th>G2</th> <th>G3</th> <th>G4</th> <th>G5</th> <th>G6</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <th>G7</th> <th>G8</th> <th>G9</th> <th>G10</th> <th>G11</th> <th>G12</th> <td></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td></td> </tr> </tbody> </table>	PP	G1	G2	G3	G4	G5	G6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	G7	G8	G9	G10	G11	G12		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PP	G1	G2	G3	G4	G5	G6																								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																								
G7	G8	G9	G10	G11	G12																									
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																									


Comments:

	(i) Proportion of grade 4 students expected to be taught topic			(ii) Grade(s) topic is expected to be taught						
	All or almost all students	Only the more able students	Not included in the curriculum through grade 4	preprimary (PP) through the end of upper secondary (G12)						
<i>Check one circle for each line.</i>										
B. Physical Science										
a) States of matter (solids, liquids, gases) and differences in their physical properties (shape, volume), including changes in state of matter by heating and cooling-----	<input type="radio"/> ————— <input type="radio"/> ————— <input type="radio"/>			PP	G1	G2	G3	G4	G5	G6
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				G7	G8	G9	G10	G11	G12	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) Classification of objects/materials based on physical properties (e.g., weight/mass, volume, magnetic attraction) -----	<input type="radio"/> ————— <input type="radio"/> ————— <input type="radio"/>			PP	G1	G2	G3	G4	G5	G6
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				G7	G8	G9	G10	G11	G12	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) Forming and separating mixtures-----	<input type="radio"/> ————— <input type="radio"/> ————— <input type="radio"/>			PP	G1	G2	G3	G4	G5	G6
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				G7	G8	G9	G10	G11	G12	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d) Familiar changes in materials (e.g., decaying, burning, rusting, cooking) -----	<input type="radio"/> ————— <input type="radio"/> ————— <input type="radio"/>			PP	G1	G2	G3	G4	G5	G6
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				G7	G8	G9	G10	G11	G12	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

e) Common energy sources/forms and their practical uses (e.g., the Sun, electricity, water, wind) -----		PP	G1	G2	G3	G4	G5	G6
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		G7	G8	G9	G10	G11	G12	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f) Light (e.g., sources, behavior)		PP	G1	G2	G3	G4	G5	G6
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		G7	G8	G9	G10	G11	G12	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
g) Electrical circuits and properties of magnets-----		PP	G1	G2	G3	G4	G5	G6
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		G7	G8	G9	G10	G11	G12	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
h) Forces that cause objects to move (e.g., gravity, push/pull forces) -		PP	G1	G2	G3	G4	G5	G6
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		G7	G8	G9	G10	G11	G12	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments:

	(i) Proportion of grade 4 students expected to be taught topic			(ii) Grade(s) topic is expected to be taught						
	All or almost all students	Only the more able students	Not included in the curriculum through grade 4	preprimary (PP) through the end of upper secondary (G12)						
C. Earth Science										
a) Water on Earth (location, types, and movement) and air (composition, proof of its existence, uses)---				PP	G1	G2	G3	G4	G5	G6
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				G7	G8	G9	G10	G11	G12	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) Common features of Earth's landscape (e.g., mountains, plains, rivers, deserts) and relationship to human use (e.g., farming, irrigation, land development) ----				PP	G1	G2	G3	G4	G5	G6
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				G7	G8	G9	G10	G11	G12	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) Weather conditions from day to day or over the seasons-----				PP	G1	G2	G3	G4	G5	G6
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				G7	G8	G9	G10	G11	G12	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d) Fossils of animals and plants (age, location, formation) -----				PP	G1	G2	G3	G4	G5	G6
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				G7	G8	G9	G10	G11	G12	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e) Earth's solar system (planets, Sun, moon) -----				PP	G1	G2	G3	G4	G5	G6
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				G7	G8	G9	G10	G11	G12	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

f) Day, night, and shadows due to Earth's rotation and its relationship to the Sun-----		PP	G1	G2	G3	G4	G5	G6
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		G7	G8	G9	G10	G11	G12	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments:

9. In what form is the science curriculum made available?

Refers to the national curriculum that covers science instruction at the fourth grade of primary/elementary schooling for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

*Check **one** circle for each line.*

	Yes	No
a) Official publication containing the curriculum-----	<input type="radio"/>	<input type="radio"/>
b) Ministry notes and directives-----	<input type="radio"/>	<input type="radio"/>
c) Mandated or recommended textbooks-----	<input type="radio"/>	<input type="radio"/>
d) Instructional or pedagogical guide-----	<input type="radio"/>	<input type="radio"/>
e) Specifically developed or recommended instructional activities---	<input type="radio"/>	<input type="radio"/>
f) Other-----	<input type="radio"/>	<input type="radio"/>

Please specify: _____

Comments:

10. Does the curriculum prescribe the percentage of **total** instructional time to be devoted to **science** instruction at the fourth grade of primary/elementary school?

Refers to the national curriculum that covers science instruction at the fourth grade of primary/elementary schooling for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

Check **one** circle only.

Yes--- ☐

No--- ☐

If Yes...

Please specify the percentage:

Comments:

11. How is the science curriculum implementation evaluated?

Refers to the national curriculum that covers science instruction at the fourth grade of primary/elementary schooling for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

*Check **one** circle for each line.*

	Yes	No
a) Visits by inspectors/supervisors-----	<input type="radio"/>	<input type="radio"/>
b) Research programs-----	<input type="radio"/>	<input type="radio"/>
c) School self-evaluation-----	<input type="radio"/>	<input type="radio"/>
d) National or regional assessments-----	<input type="radio"/>	<input type="radio"/>
e) Other-----	<input type="radio"/>	<input type="radio"/>
Please specify: _____		

Comments:

Do Not Turn Page Until Instructed To Do So.

TIMSS 2011

**Student
Questionnaire**

Grade 8



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TIMSS & PIRLS
International Study Center
Lynch School of Education, Boston College

Directions

In this booklet, you will find questions about yourself. Some questions ask for facts while other questions ask for your opinion.

Each question is followed by a number of answers. Fill in the oval next to or under the answer of your choice as shown in Examples 1, 2, and 3.

Example 1

Do you go to school?

Fill in **one** oval only.

Yes -- ☒

No -- ☐

Example 2

How often do you do these things?

Fill in **one** oval for each line.

	Every day or almost every day	Once or twice a week	Once or twice a month	Never or almost never
a) I talk with my friends	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) I play sports	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) I ride a skateboard	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Example 3

What do you think? Tell how much you agree with these statements.

*Fill in **one** oval for each line.*

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
a) Watching movies is fun	①	●	③	④
b) I like eating ice cream	●	②	③	④
c) I do not like waking up early	①	②	●	④
d) I enjoy doing chores	①	②	③	●

- Read each question carefully, and pick the answer you think is best.
- Fill in the oval next to or under your answer.
- If you decide to change your answer, completely erase your first choice. Then, fill in the oval next to or under your new answer.
- Ask for help if you do not understand something or are not sure how to answer.

About you

1 _____

A. Are you a girl or a boy?

Fill in one oval only.

Girl -- ①

Boy -- ②

B. Are you Hispanic or Latino?

Fill in one oval only.

Yes, I am Hispanic or Latino -- ①

No, I am not Hispanic or Latino -- ②

C. Which of the following best describes you?

Fill in one or more ovals.

White -- ①

Black or African American -- ①

Asian -- ①

American Indian or Alaska Native -- ①

Native Hawaiian or other
Pacific Islander -- ①

2

When were you born?

Fill in the ovals next to the month and year you were born.

a) Month	b) Year
January -- ()	1993 -- (1)
February -- ()	1994 -- (2)
March -- ()	1995 -- (3)
April -- ()	1996 -- (4)
May -- ()	1997 -- (5)
June -- ()	1998 -- (6)
July -- ()	1999 -- (7)
August -- ()	2000 -- (8)
September -- ()	2001 -- (9)
October -- ()	Other -- ()
November -- ()	
December -- ()	

3

A. How often do you speak English at home?

*Fill in **one** oval only.*

Always-----① *If **Always**, please go to question 4* →

Almost always -----②

Sometimes-----③

Never -----④

*If **Almost always**, **Sometimes**, **Never**, please go to question 3B* ↓

B. What language do you speak at home (other than English)?

*Fill in **one** oval only.*

Spanish -----①

Other -----② Please specify _____

4

- A. Was your mother (or stepmother or female legal guardian) born in the United States? (“United States” includes the 50 states, its territories, the District of Columbia, and U.S. military bases abroad.)**

*Fill in **one** oval only.*

Yes -- ①

No -- ②

- B. Was your father (or stepfather or male legal guardian) born in the United States?**

*Fill in **one** oval only.*

Yes -- ①

No -- ②

5

- A. Were you born in the United States?**

*Fill in **one** oval only.*

Yes -- ①

No -- ②

- B. If you were not born in the United States, how old were you when you came to the United States?**

*Fill in **one** oval only.*

Older than 10 years old -- ①

5 to 10 years old -- ②

Younger than 5 years old -- ③

6

How many days were you absent from school in the last month?

*Fill in **one** oval only.*

None -- ①

1 or 2 days -- ②

3 or 4 days -- ③

5 to 10 days -- ④

More than 10 days -- ⑤

7

Have you ever repeated a grade?

*Fill in **one** oval for each line.*

Yes

No



a) In elementary school ① ————— ②

b) In middle or junior high school ① ————— ②

8

About how many books are there in your home? (Do not count magazines, newspapers, or your school books.)

*Fill in **one** oval only.*

None or very few
(0–10 books) -- ①

Enough to fill one shelf
(11–25 books) -- ②

Enough to fill one bookcase
(26–100 books) -- ③

Enough to fill two bookcases
(101–200 books) -- ④

Enough to fill three or more bookcases
(more than 200) -- ⑤

9

Do you have any of these things at your home?

*Fill in **one** oval for each line.*

- | | Yes | No |
|---|-----|----|
| | ↓ | ↓ |
| a) Computer | ① | ② |
| b) Study desk/table for your use | ① | ② |
| c) Books of your very own (do not count your school books) | ① | ② |
| d) Your own room | ① | ② |
| e) Internet connection | ① | ② |
| f) Encyclopedia (a book or CD) | ① | ② |
| g) PlayStation®, Game Cube®, Xbox®, or other TV/Video game system | ① | ② |
| h) VCR, DVD or Blu-ray player | ① | ② |

10

A. What is the highest level of education completed by your mother (or stepmother or female legal guardian)?

Fill in **one** oval only.

Some elementary or
junior/high middle school ----- ①

Completed junior
high/middle school ----- ②

Some high school ----- ③

Completed high school ----- ④

Completed a vocational/technical
certificate after high school ----- ⑤

Completed an Associate's degree
(AA) in vocational/technical program ----- ⑥

Completed a 2-year or 4-year
college or university degree (i.e.,
Associate's or Bachelor's degree) ----- ⑦

Completed an academic Master's
degree, teaching certificate program,
or first professional degree (e.g., law,
medicine, dentistry) or higher ----- ⑧

I don't know ----- ⑨

10 (continued)

B. What is the highest level of education completed by your father (or stepfather or male legal guardian)?

Fill in **one** oval only.

- Some elementary or junior/high middle school ----- ①
- Completed junior high/middle school ----- ②
- Some high school ----- ③
- Completed high school ----- ④
- Completed a vocational/technical certificate after high school ----- ⑤
- Completed an Associate's degree (AA) in vocational/technical program ----- ⑥
- Completed a 2-year or 4-year college or university degree (i.e., Associate's or Bachelor's degree) ----- ⑦
- Completed an academic Master's degree, teaching certificate program, or first professional degree (e.g., law, medicine, dentistry) or higher ----- ⑧
- I don't know ----- ⑨

11**How far in your education do you expect to go?***Fill in **one** oval only.*

Finish junior high/middle school ①

Finish high school ②

Finish a vocational/technical
certificate after high school ③Finish an Associate's degree (AA)
in vocational/technical program ④Complete a 2-year or 4-year
college or university degree (i.e.,
Associate's or Bachelor's degree) ⑤

Beyond a bachelor's degree ⑥

I don't know ⑦

12**How often do you use a computer in each of these places?***Fill in **one** oval for each line.*

	Every day or almost every day	Once or twice a week	Once or twice a month	Never or almost never
a) At home	①	②	③	④
b) At school	①	②	③	④
c) Some other place	①	②	③	④

13

How often do the following things happen at home?*Fill in **one** oval for each line.*

	Every day or almost every day	Once or twice a week	Once or twice a month	Never or almost never
a) My parents ask me what I am learning in school	①	②	③	④
b) I talk about my schoolwork with my parents	①	②	③	④
c) My parents make sure that I set aside time for my homework	①	②	③	④
d) My parents check if I do my homework	①	②	③	④

Your School

14

What do you think about your school? Tell how much you agree with these statements.

Fill in **one** oval for each line.

- | | Agree
a lot | Agree
a little | Disagree
a little | Disagree
a lot |
|---|----------------|-------------------|----------------------|-------------------|
| a) I like being in school | ① | ② | ③ | ④ |
| b) I feel safe when I am at school | ① | ② | ③ | ④ |
| c) I feel like I belong at this school | ① | ② | ③ | ④ |

15

During this year, how often have any of the following things happened to you at school?

Fill in **one** oval for each line.

- | | At least
once a
week | Once or
twice
a month | A few
times
a year | Never |
|---|----------------------------|-----------------------------|--------------------------|-------|
| a) I was made fun of or called names - | ① | ② | ③ | ④ |
| b) I was left out of games or activities
by other students | ① | ② | ③ | ④ |
| c) Someone spread lies about me | ① | ② | ③ | ④ |
| d) Something was stolen from me | ① | ② | ③ | ④ |
| e) I was hit or hurt by other student(s)
(e.g., shoving, hitting, kicking) | ① | ② | ③ | ④ |
| f) I was made to do things I didn't
want to do by other students | ① | ② | ③ | ④ |

Mathematics in School

16

How much do you agree with these statements about learning mathematics?

Fill in **one** oval for each line.

- | | Agree
a lot | Agree
a little | Disagree
a little | Disagree
a lot |
|---|----------------|-------------------|----------------------|-------------------|
| a) I enjoy learning mathematics ----- | ① | ② | ③ | ④ |
| b) I wish I did not have to study mathematics ----- | ① | ② | ③ | ④ |
| c) Mathematics is boring ----- | ① | ② | ③ | ④ |
| d) I learn many interesting things in mathematics ----- | ① | ② | ③ | ④ |
| e) I like mathematics ----- | ① | ② | ③ | ④ |
| f) It is important to do well in mathematics ----- | ① | ② | ③ | ④ |

17

How much do you agree with these statements about your mathematics lessons?

Fill in **one** oval for each line.

- | | Agree
a lot | Agree
a little | Disagree
a little | Disagree
a lot |
|---|----------------|-------------------|----------------------|-------------------|
| a) I know what my teacher expects me to do ----- | ① | ② | ③ | ④ |
| b) I think of things not related to the lesson ----- | ① | ② | ③ | ④ |
| c) My teacher is easy to understand -- | ① | ② | ③ | ④ |
| d) I am interested in what my teacher says ----- | ① | ② | ③ | ④ |
| e) My teacher gives me interesting things to do ----- | ① | ② | ③ | ④ |

18

How much do you agree with these statements about mathematics?

*Fill in **one** oval for each line.*

- | | Agree
a lot | Agree
a little | Disagree
a little | Disagree
a lot |
|--|----------------|-------------------|----------------------|-------------------|
| | ↓ | ↓ | ↓ | ↓ |
| a) I usually do well in mathematics --- | ① | ② | ③ | ④ |
| b) Mathematics is more difficult
for me than for many of
my classmates ----- | ① | ② | ③ | ④ |
| c) Mathematics is not one of
my strengths ----- | ① | ② | ③ | ④ |
| d) I learn things quickly
in mathematics ----- | ① | ② | ③ | ④ |
| e) Mathematics makes me confused
and nervous ----- | ① | ② | ③ | ④ |
| f) I am good at working out
difficult mathematics problems ----- | ① | ② | ③ | ④ |
| g) My teacher thinks I can do well in
mathematics classes with difficult
materials ----- | ① | ② | ③ | ④ |
| h) My teacher tells me I am good at
mathematics ----- | ① | ② | ③ | ④ |
| i) Mathematics is harder for me
than any other subject ----- | ① | ② | ③ | ④ |

18 (continued)

How much do you agree with these statements about mathematics?

*Fill in **one** oval for each line.*

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
j) I think learning mathematics will help me in my daily life	①	②	③	④
k) I need mathematics to learn other school subjects	①	②	③	④
l) I need to do well in mathematics to get into the college or university of my choice	①	②	③	④
m) I need to do well in mathematics to get the job I want	①	②	③	④
n) I would like a job that involves using mathematics	①	②	③	④

Science in School

19

How much do you agree with these statements about learning science?

*Fill in **one** oval for each line.*

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
	↓	↓	↓	↓
a) I enjoy learning science	①	②	③	④
b) I wish I did not have to study science	①	②	③	④
c) I read about science in my spare time	①	②	③	④
d) Science is boring	①	②	③	④
e) I learn many interesting things in science	①	②	③	④
f) I like science	①	②	③	④
g) It is important to do well in science	①	②	③	④

20

How much do you agree with these statements about your science lessons?

*Fill in **one** oval for each line.*

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
a) I know what my teacher expects me to do	①	②	③	④
b) I think of things not related to the lesson	①	②	③	④
c) My teacher is easy to understand ..	①	②	③	④
d) I am interested in what my teacher says	①	②	③	④
e) My teacher gives me interesting things to do	①	②	③	④

21

How much do you agree with these statements about science?

*Fill in **one** oval for each line.*

- | | Agree
a lot | Agree
a little | Disagree
a little | Disagree
a lot |
|--|----------------|-------------------|----------------------|-------------------|
| | ↓ | ↓ | ↓ | ↓ |
| a) I usually do well in science | ① | ② | ③ | ④ |
| b) Science is more difficult for me
than for many of my classmates ---- | ① | ② | ③ | ④ |
| c) Science is not one of
my strengths | ① | ② | ③ | ④ |
| d) I learn things quickly
in science | ① | ② | ③ | ④ |
| e) Science makes me confused
and nervous | ① | ② | ③ | ④ |
| f) I am good at working out
difficult science problems | ① | ② | ③ | ④ |
| g) My teacher thinks I can do
well in science classes with
difficult materials | ① | ② | ③ | ④ |
| h) My teacher tells me I am good
at science | ① | ② | ③ | ④ |
| i) Science is harder for me than
any other subject | ① | ② | ③ | ④ |

21 (continued)

How much do you agree with these statements about science?

*Fill in **one** oval for each line.*

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
j) I think learning science will help me in my daily life	①	②	③	④
k) I need science to learn other school subjects	①	②	③	④
l) I need to do well in science to get into the college or university of my choice	①	②	③	④
m) I need to do well in science to get the job I want	①	②	③	④
n) I would like a job that involves using science	①	②	③	④

Homework

22

A. How often does your teacher give you homework in mathematics?

*Fill in **one** oval only.*

- Every day -- ①
- 3 or 4 times a week -- ②
- 1 or 2 times a week -- ③
- Less than once a week -- ④
- Never -- ⑤

B. When your teacher gives you mathematics homework, about how many minutes do you usually spend on your homework?

*Fill in **one** oval only.*

- My teacher never gives me homework in mathematics -- ①
- 1–15 minutes -- ②
- 16–30 minutes -- ③
- 31–60 minutes -- ④
- 61–90 minutes -- ⑤
- More than 90 minutes -- ⑥

23

A. How often does your teacher give you homework in science?

*Fill in **one** oval only.*

Every day -- ①

3 or 4 times a week -- ②

1 or 2 times a week -- ③

Less than once a week -- ④

Never -- ⑤

B. When your teacher gives you science homework, about how many minutes do you usually spend on your homework?

*Fill in **one** oval only.*

My teacher never gives me
homework in science -- ①

1–15 minutes -- ②

16–30 minutes -- ③

31–60 minutes -- ④

61–90 minutes -- ⑤

More than 90 minutes -- ⑥

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Thank You!
Thank you for filling out the questionnaire!



BOSTON
COLLEGE

timssandpirls.bc.edu

TIMSS 2011

Student Questionnaire

Grade 8



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International Association
for the Evaluation of
Educational Achievement

Place
Label Here

--	--	--	--

School ID

--	--	--	--	--	--

Class ID

--	--	--	--	--	--

Teacher ID

Link Number

--	--

Subject

--	--	--

Checksum

TIMSS 2011

Teacher Questionnaire Mathematics

Grade 8

National Center for Education Statistics

U.S. Department of Education

1990 K St., NW

Washington, DC 20006



TIMSS & PIRLS
International Study Center
Lynch School of Education, Boston College

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U.S. participation in this study is sponsored by the National Center for Education Statistics (NCES), U.S. Department of Education. Your responses are protected by federal statute (P.L. 107-279, Title I, Part E, Sec. 183). Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law. By law, everyone working on this NCES survey is subject to a jail term of up to 5 years, a fine of up to \$250,000, or both if he or she willfully discloses ANY identifiable information about you.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0645. Approval expires 01/31/2014. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving the survey instrument, please write to:** U.S. Department of Education, Washington, D.C. 20202-4537. **If you have any comments or concerns regarding the status of your individual response to this survey, write directly to:** National Center for Education Statistics, 1990 K Street, N.W., Room 9034, Washington, D.C. 20006.

Teacher Questionnaire

Your school has agreed to participate in TIMSS 2011 (Trends in International Mathematics and Science Study), an educational research project sponsored by the International Association for the Evaluation of Educational Achievement (IEA). TIMSS measures trends in student achievement in mathematics and science and studies differences in national education systems in more than 60 countries in order to help improve teaching and learning worldwide.

This questionnaire is addressed to teachers of eighth-grade students, and seeks information about teachers' academic and professional backgrounds, classroom resources, instructional practices, and attitudes toward teaching. Since your class has been selected as part of a nationwide sample, your responses are very important in helping to describe eighth-grade education in the United States.

Some of the questions in the questionnaire refer to the "TIMSS class" or "this class". This is the class that is identified on the front of this booklet, and which will be tested as part of TIMSS in your school. If you teach some but not all of the students in the TIMSS class, please think only of the students that you teach when answering these class-specific questions. It is important that you answer each question carefully so that the information that you provide reflects your situation as accurately as possible.

Since TIMSS is an international study and all countries are using the same questionnaire, you may find that some of the questions seem unusual or are not entirely relevant to you or schools in the United States. Nevertheless, it is important that you do your best to answer all of the questions so comparisons can be made across countries in the studies.

It is estimated that you will need approximately 30 minutes to complete this questionnaire. We appreciate the time and effort that this takes and thank you for your cooperation and contribution.

When you have completed the questionnaire, please return it to the TIMSS school coordinator.

NCES is authorized to collect information from the questionnaire under the Education Sciences Reform Act of 2002 (Public Law 107-279, Section 153). You do not have to provide the information requested. However, the information you provide will help the U.S. Department of Education's ongoing efforts to understand better how the educational system in the United States compares to that in other countries. There are no penalties should you choose not to participate in this study. Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose (Public Law 107-279, Section 183 and Title V, subtitle A of the E-Government Act of 2002 (P.L. 107-347)). Your response will be combined with those from other participants to produce summary statistics and reports.

This survey is estimated to take an average of 30 minutes, including time for reviewing instructions, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to: Stephen Provasnik, National Center for Education Statistics, U.S. Department of Education, 1990 K Street NW, Room 9034, Washington, DC 20006-5650. Do not return the completed form to this address.

Thank you.

If you have already completed Questions 1 through 11 in another TIMSS Mathematics Teacher Questionnaire, please **skip to Question 12** in this Questionnaire.

TIMSS 2011

About You

1

By the end of this school year, how many years will you have been teaching altogether?

_____ years
Please **round** to the nearest whole number.

2

Are you female or male?

Fill in **one** circle only.

Female --- ①

Male --- ②

3

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 more --- ⑥

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 vocational/technical program --- ④

Completed a 2-year college or university degree (i.e. Associate's degree) --- ⑤

Completed a 4-year college or university degree (i.e. Bachelor's degree) --- ⑥

Completed an academic Master's degree, postgraduate certificate program (e.g., teaching) or first professional degree (e.g., law, medicine, dentistry) --- ⑦

Completed a doctorate (Ph.D. or Ed.D) --- ⑧

5

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

Fill in **one** circle for each line.

	Yes	No
a) Mathematics -----	①	②
b) Biology -----	①	②
c) Physics -----	①	②
d) Chemistry -----	①	②
e) Earth Science -----	①	②
f) Education–Mathematics -----	①	②
g) Education–Science -----	①	②
h) Education–General -----	①	②
i) Other -----	①	②

About Your School

6

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

Fill in **one** circle for each line.

- | | 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 |

7

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

Fill in **one** circle for each line.

- | | Agree a lot | Agree a little | Disagree a little | Disagree a lot |
|---|-------------|----------------|-------------------|----------------|
| 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 |
| d) The students behave in an orderly manner ----- | ① | ② | ③ | ④ |
| e) The students are respectful of the teachers ----- | ① | ② | ③ | ④ |

8

In your current school, how severe is each problem?

Fill in **one** circle for each line.

- | | Not a problem | Minor problem | Moderate problem | Serious problem |
|---|---------------|---------------|------------------|-----------------|
| a) The school building needs significant repair ----- | ① | ② | ③ | ④ |
| b) Classrooms are overcrowded -- | ① | ② | ③ | ④ |
| c) Teachers have too many teaching hours ----- | ① | ② | ③ | ④ |
| d) Teachers do not have adequate workspace for preparation, collaboration, or meeting with students ----- | ① | ② | ③ | ④ |
| e) Teachers do not have adequate instructional materials and supplies ----- | ① | ② | ③ | ④ |

About Being a Teacher

9

A. Do you use computers in your teaching in any of the following ways?

Fill in **one** circle for each line.

- | | Yes | No |
|--|-------|----|
| a) For preparation ----- | ① — ② | |
| b) For administration ----- | ① — ② | |
| c) In your classroom instruction ----- | ① — ② | |

If Yes to “classroom instruction”

B. How much do you agree with the following statements about using computers in your classroom instruction?

Fill in **one** circle for each line.

- | | Agree a lot | Agree a little | Disagree a little | Disagree a lot |
|---|---------------|----------------|-------------------|----------------|
| a) I feel comfortable using computers in my teaching ----- | ① — ② — ③ — ④ | | | |
| b) When I have technical problems, I have ready access to computer support staff in my school ----- | ① — ② — ③ — ④ | | | |
| c) I receive adequate support for integrating computers in my teaching activities ----- | ① — ② — ③ — ④ | | | |

10

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

Fill in **one** circle for each line.

- | | Never or almost never | 2 or 3 times per month | 1–3 times per week | Daily or almost daily |
|--|-----------------------|------------------------|--------------------|-----------------------|
| a) Discuss how to teach a particular topic ----- | ① — ② — ③ — ④ | | | |
| b) Collaborate in planning and preparing instructional materials ----- | ① — ② — ③ — ④ | | | |
| c) Share what I have learned about my teaching experiences ----- | ① — ② — ③ — ④ | | | |
| d) Visit another classroom to learn more about teaching ----- | ① — ② — ③ — ④ | | | |
| e) Work together to try out new ideas ----- | ① — ② — ③ — ④ | | | |

About Teaching the TIMSS Class

11

How much do you agree with the following statements?

Fill in **one** circle for each line.

- Agree a lot
 Agree a little
 Disagree a little
 Disagree a lot
- a) I am content with my profession as a teacher ----- ① — ② — ③ — ④
- b) I am satisfied with being a teacher at this school ----- ① — ② — ③ — ④
- c) I had more enthusiasm when I began teaching than I have now ----- ① — ② — ③ — ④
- d) I do important work as a teacher ----- ① — ② — ③ — ④
- e) I plan to continue as a teacher for as long as I can ---- ① — ② — ③ — ④
- f) I am frustrated as a teacher --- ① — ② — ③ — ④

12

How many students are in this class?

_____ students
Write in a number.

13

How many eighth-grade students experience difficulties understanding spoken English?

_____ students in this class
Write in a number.

14

How often do you do the following in teaching this class?

Fill in **one** circle for each line.

- Every or almost every lesson
 About half the lessons
 Some lessons
 Never
- a) Summarize what students should have learned from the lesson ----- ① — ② — ③ — ④
- b) Relate the lesson to students' daily lives ----- ① — ② — ③ — ④
- c) Use questioning to elicit reasons and explanations ----- ① — ② — ③ — ④
- d) Encourage all students to improve their performance --- ① — ② — ③ — ④
- e) Praise students for good effort ----- ① — ② — ③ — ④
- f) Bring interesting materials to class ----- ① — ② — ③ — ④

15

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

Fill in **one** circle for each line.

- | | Not applicable | Not at all | Some | A lot |
|---|----------------|------------|------|-------|
| a) Students lacking prerequisite knowledge or skills ----- | ① | ② | ③ | ④ |
| b) Students suffering from lack of basic nutrition ----- | ① | ② | ③ | ④ |
| c) Students suffering from not enough sleep ----- | ① | ② | ③ | ④ |
| d) Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment) ---- | ① | ② | ③ | ④ |
| e) Disruptive students ----- | ① | ② | ③ | ④ |
| f) Uninterested students ----- | ① | ② | ③ | ④ |

16

For the typical student in this class, how often do you do these things?

Fill in **one** circle for each line.

- | | At least once a week | Once or twice a month | 4–6 times a year | 1–3 times a year | Never |
|--|----------------------|-----------------------|------------------|------------------|-------|
| a) Meet or talk individually with the student's parents to discuss his/her learning progress ----- | ① | ② | ③ | ④ | ⑤ |
| b) Send home a progress report on the student's learning ----- | ① | ② | ③ | ④ | ⑤ |

Teaching Mathematics to the TIMSS Class

Questions 17-19 ask about mathematics instruction for the eighth-grade students in the TIMSS class.

17

In a typical week, how much time do you spend teaching mathematics to the students in this class?

_____ hours and _____ minutes per week
Write in the hours and minutes.

18

In teaching mathematics to this class, how confident do you feel to do the following?

Fill in **one** circle for each line.

Very confident

Somewhat confident

Not confident

- a) Answer students' questions about mathematics ----- ① — ② — ③
- b) Show students a variety of problem solving strategies ----- ① — ② — ③
- c) Provide challenging tasks for capable students ----- ① — ② — ③
- d) Adapt my teaching to engage students' interest ----- ① — ② — ③
- e) Help students appreciate the value of learning mathematics ----- ① — ② — ③

19

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

Fill in **one** circle for each line.

Every or almost every lesson

About half the lessons

Some lessons

Never

- a) Listen to me explain how to solve problems ----- ① — ② — ③ — ④
- b) Memorize rules, procedures, and facts ----- ① — ② — ③ — ④
- c) Work problems (individually or with peers) with my guidance ----- ① — ② — ③ — ④
- d) Work problems together in the whole class with direct guidance from me ----- ① — ② — ③ — ④
- e) Work problems (individually or with peers) while I am occupied by other tasks ----- ① — ② — ③ — ④
- f) Apply facts, concepts, and procedures to solve routine problems ----- ① — ② — ③ — ④
- g) Explain their answers ----- ① — ② — ③ — ④
- h) Relate what they are learning in mathematics to their daily lives ----- ① — ② — ③ — ④
- i) Decide on their own procedures for solving complex problems ----- ① — ② — ③ — ④
- j) Work on problems for which there is no immediately obvious method of solution ----- ① — ② — ③ — ④
- k) Take a written test or quiz ----- ① — ② — ③ — ④

20**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) Pre-algebra or introduction to algebra ----- (2)
- c) Two-year pre-algebra----- (3)
- d) Algebra I (one-year course) ----- (4)
- e) Algebra I (first year of a two-year
Algebra I course) ----- (5)
- f) Algebra I (second year of two-year
Algebra I course) ----- (6)
- g) Geometry ----- (7)
- h) Algebra II ----- (8)
- i) Integrated or sequential math----- (9)
- j) Other math class ----- (0)

Resources for Teaching Mathematics

Questions 21–23 ask about resources for teaching mathematics to the eighth-grade students in the TIMSS class.

21

When you teach mathematics to this class, how do you use the following resources?

Fill in **one** circle for each line.

	Basis for instruction	Supplement	Not used
a) Textbooks -----	①	②	③
b) Workbooks or worksheets -----	①	②	③
c) Concrete objects or materials that help students understand quantities or procedures -----	①	②	③
d) Computer software for mathematics instruction -----	①	②	③

22

A. Are the students in this 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, go to #23)

If Yes,

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

Fill in **one** circle for each line.

	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

23**A. Do the students in this class have computer(s) available to use during their mathematics lessons?***Fill in **one** circle only.*

Yes --- ①

No --- ②

(If No, go to #24)**If Yes,****B. Do any of the computer(s) have access to the Internet?***Fill in **one** circle only.*

Yes --- ①

No --- ②

C. How often do you have the students do the following computer activities during mathematics lessons?*Fill in **one** circle for each line.***Every or almost every day****Once or twice a week****Once or twice a month****Never or almost never**

a) Explore 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

Mathematics Topics Taught

Questions 24–25 ask about the topics taught and the content covered in teaching mathematics to the eighth-grade students in the TIMSS class.

24

The following list includes the main topics addressed by the TIMSS mathematics test. Choose the response that best describes when the students in this class have been taught each topic. If a topic was in the curriculum before the eighth grade, please choose “Mostly taught before this year.” 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 line.

Mostly taught before this year

Mostly taught this year

Not yet taught or
just introduced

A. Number

- a) Computing, estimating, or approximating with whole numbers ----- ① — ② — ③
- b) Concepts of fractions and computing with fractions ----- ① — ② — ③
- c) Concepts of decimals and computing with decimals ----- ① — ② — ③
- d) Representing, comparing, ordering, and computing with integers ----- ① — ② — ③
- e) Problem solving involving percents and proportions ----- ① — ② — ③

B. Algebra

- a) Numeric, algebraic, and geometric patterns or sequences (extension, missing terms, generalization of patterns) ----- ① — ② — ③
- b) Simplifying and evaluating algebraic expressions ----- ① — ② — ③
- c) Simple linear equations and inequalities ----- ① — ② — ③
- d) Simultaneous (two variables) equations ----- ① — ② — ③
- e) Representation of functions as ordered pairs, tables, graphs, words, or equations ----- ① — ② — ③

C. Geometry

- a) Geometric properties of angles and geometric shapes (triangles, quadrilaterals, and other common polygons) ----- ① — ② — ③
- b) Congruent figures and similar triangles ----- ① — ② — ③
- c) Relationship between three-dimensional shapes and their two-dimensional representations ----- ① — ② — ③
- d) Using appropriate measurement formulas for perimeters, circumferences, areas, surface areas, and volumes ----- ① — ② — ③
- e) Points on the Cartesian plane ----- ① — ② — ③
- f) Translation, reflection, and rotation ----- ① — ② — ③

D. Data and Chance

- a) Reading and displaying data using tables, pictographs, bar graphs, pie charts, and line graphs ----- ① — ② — ③
- b) Interpreting data sets (e.g., draw conclusions, make predictions, and estimate values between and beyond given data points) ----- ① — ② — ③
- c) Judging, predicting, and determining the chances of possible outcomes ----- ① — ② — ③

Mathematics Content Coverage

25

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

Write in the percentage for each.

- 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 ----- %

Total = 100%


Mathematics Homework

Question 26 asks about mathematics homework for the eighth-grade students in the TIMSS class.

26

A. How often do you usually assign mathematics homework to the students in this class?

Fill in **one** circle only.

I do not assign mathematics homework --- (1) 
(If No, go to #27)

Less than once a week --- (2)

1 or 2 times a week --- (3)

3 or 4 times a week --- (4)

Every day --- (5)

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

Fill in **one** circle only.

15 minutes or less --- (1)

16–30 minutes --- (2)

31–60 minutes --- (3)

61–90 minutes --- (4)

More than 90 minutes --- (5)

C. How often do you do the following with the mathematics homework assignments for this class?

Fill in **one** circle for each line.

Always or almost always

Sometimes

Never or almost never

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

Mathematics Assessment

Questions 27–29 ask about mathematics assessment for the eighth-grade students in the TIMSS class.

27

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

Fill in **one** circle for each line.

- Major emphasis
Some emphasis
Little or no emphasis
- a) Evaluation of students' ongoing work ----- ① — ② — ③
- b) Classroom tests (for example, teacher-made or textbook tests) ----- ① — ② — ③
- c) State or district achievement tests ----- ① — ② — ③

28

How often do you give a mathematics test or examination to this class?

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

29

How often do you include the following types of questions in your mathematics tests or examinations?

Fill in **one** circle for each line.

- Always or almost always
Sometimes
Never or almost never
- 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

Preparation to Teach Mathematics

30

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

Fill in **one** circle for each line.

	Yes	No
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
g) Addressing individual students' needs -----	①	②

31

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

If a topic is not in the eighth-grade curriculum or you are not responsible for teaching this topic you may choose “Not applicable.”

Fill in **one** circle for each line.

	Not applicable	Very well prepared	Somewhat prepared	Not well prepared
A. Number				
a) Computing, estimating, or approximating with whole numbers -----	①	②	③	④
b) Concepts of fractions and computing with fractions -----	①	②	③	④
c) Concepts of decimals and computing with 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. Algebra				
a) Numeric, algebraic, and geometric patterns or sequences (extension, missing terms, generalization of patterns) -----	①	②	③	④
b) Simplifying and evaluating algebraic expressions -----	①	②	③	④
c) Simple linear equations and inequalities -----	①	②	③	④
d) Simultaneous (two variables) equations -----	①	②	③	④
e) Representation of functions as ordered pairs, tables, graphs, words, or equations -----	①	②	③	④
C. Geometry				
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 representations -----	①	②	③	④
d) Using appropriate measurement formulas for perimeters, circumferences, areas, surface areas, and volumes -----	①	②	③	④
e) Points on the Cartesian plane -----	①	②	③	④
f) Translation, reflection, and rotation -----	①	②	③	④
D. Data and Chance				
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

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Thank You

Thank you for the thought, time, and effort you have put into completing this questionnaire.





BOSTON
COLLEGE

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TIMSS 2011

Teacher Questionnaire Mathematics

Grade 8



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International Association
for the Evaluation of
Educational Achievement

Place
Label Here

--	--	--	--

School ID

--	--	--	--	--	--

Class ID

--	--	--	--	--	--

Teacher ID

--	--

Link Number

--	--

Subject

--	--	--

Checksum

TIMSS 2011

Teacher Questionnaire Science

Grade 8

National Center for Education Statistics

U.S. Department of Education

1990 K St., NW

Washington, DC 20006



TIMSS & PIRLS
International Study Center
Lynch School of Education, Boston College

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U.S. participation in this study is sponsored by the National Center for Education Statistics (NCES), U.S. Department of Education. Your responses are protected by federal statute (P.L. 107-279, Title I, Part E, Sec. 183). Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law. By law, everyone working on this NCES survey is subject to a jail term of up to 5 years, a fine of up to \$250,000, or both if he or she willfully discloses ANY identifiable information about you.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0645. Approval expires 01/31/2014. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving the survey instrument, please write to:** U.S. Department of Education, Washington, D.C. 20202-4537. **If you have any comments or concerns regarding the status of your individual response to this survey, write directly to:** National Center for Education Statistics, 1990 K Street, N.W., Room 9034, Washington, D.C. 20006.

Teacher Questionnaire

Your school has agreed to participate in TIMSS 2011 (Trends in International Mathematics and Science Study), an educational research project sponsored by the International Association for the Evaluation of Educational Achievement (IEA). TIMSS measures trends in student achievement in mathematics and science and studies differences in national education systems in more than 60 countries in order to help improve teaching and learning worldwide.

This questionnaire is addressed to teachers of eighth-grade students, and seeks information about teachers' academic and professional backgrounds, classroom resources, instructional practices, and attitudes toward teaching. Since your class has been selected as part of a nationwide sample, your responses are very important in helping to describe eighth-grade education in the United States.

Some of the questions in the questionnaire refer to the "TIMSS class" or "this class". This is the class that is identified on the front of this booklet, and which will be tested as part of TIMSS in your school. If you teach some but not all of the students in the TIMSS class, please think only of the students that you teach when answering these class-specific questions. It is important that you answer each question carefully so that the information that you provide reflects your situation as accurately as possible.

Since TIMSS is an international study and all countries are using the same questionnaire, you may find that some of the questions seem unusual or are not entirely relevant to you or schools in the United States. Nevertheless, it is important that you do your best to answer all of the questions so comparisons can be made across countries in the studies.

It is estimated that you will need approximately 30 minutes to complete this questionnaire. We appreciate the time and effort that this takes and thank you for your cooperation and contribution.

When you have completed the questionnaire, please return it to the TIMSS school coordinator.

NCES is authorized to collect information from the questionnaire under the Education Sciences Reform Act of 2002 (Public Law 107-279, Section 153). You do not have to provide the information requested. However, the information you provide will help the U.S. Department of Education's ongoing efforts to understand better how the educational system in the United States compares to that in other countries. There are no penalties should you choose not to participate in this study. Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose (Public Law 107-279, Section 183 and Title V, subtitle A of the E-Government Act of 2002 (P.L. 107-347)). Your response will be combined with those from other participants to produce summary statistics and reports.

This survey is estimated to take an average of 30 minutes, including time for reviewing instructions, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to: Stephen Provasnik, National Center for Education Statistics, U.S. Department of Education, 1990 K Street NW, Room 9034, Washington, DC 20006-5650. Do not return the completed form to this address.

Thank you.

If you have already completed Questions 1 through 11 in another TIMSS Science Teacher Questionnaire, please **skip to Question 12** in this Questionnaire.

TIMSS 2011

About You

1

By the end of this school year, how many years will you have been teaching altogether?

_____ years
Please **round** to the nearest whole number.

2

Are you female or male?

Fill in **one** circle only.

Female--- ①

Male--- ②

3

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 more--- ⑥

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 vocational/technical program --- ④

Completed a 2-year college or university degree (i.e. Associate's degree) --- ⑤

Completed a 4-year college or university degree (i.e. Bachelor's degree) --- ⑥

Completed an academic Master's degree, postgraduate certificate program (e.g., teaching) or first professional degree (e.g., law, medicine, dentistry) --- ⑦

Completed a doctorate (Ph.D. or Ed.D) --- ⑧

5

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

Fill in **one** circle for each line.

	Yes	No
a) Mathematics -----	①	②
b) Biology -----	①	②
c) Physics -----	①	②
d) Chemistry -----	①	②
e) Earth Science -----	①	②
f) Education–Mathematics -----	①	②
g) Education–Science -----	①	②
h) Education–General -----	①	②
i) Other -----	①	②

About Your School

6

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

Fill in **one** circle for each line.

- | | 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 |

7

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

Fill in **one** circle for each line.

- | | Agree a lot | Agree a little | Disagree a little | Disagree a lot |
|---|-------------|----------------|-------------------|----------------|
| 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 |
| d) The students behave in an orderly manner ----- | ① | ② | ③ | ④ |
| e) The students are respectful of the teachers ----- | ① | ② | ③ | ④ |

8

In your current school, how severe is each problem?

Fill in **one** circle for each line.

- | | Not a problem | Minor problem | Moderate problem | Serious problem |
|---|---------------|---------------|------------------|-----------------|
| a) The school building needs significant repair ----- | ① | ② | ③ | ④ |
| b) Classrooms are overcrowded ----- | ① | ② | ③ | ④ |
| c) Teachers have too many teaching hours ----- | ① | ② | ③ | ④ |
| d) Teachers do not have adequate workspace for preparation, collaboration, or meeting with students ----- | ① | ② | ③ | ④ |
| e) Teachers do not have adequate instructional materials and supplies ----- | ① | ② | ③ | ④ |

About Being a Teacher**9****A. Do you use computers in your teaching in any of the following ways?**Fill in **one** circle for each line.

- | | Yes | No |
|--|-----------|----|
| a) For preparation ----- | (1) — (2) | |
| b) For administration ----- | (1) — (2) | |
| c) In your classroom instruction ----- | (1) — (2) | |

If Yes to “classroom instruction”**B. How much do you agree with the following statements about using computers in your classroom instruction?**Fill in **one** circle for each line.

- | | Agree a lot | Agree a little | Disagree a little | Disagree a lot |
|---|-----------------------|----------------|-------------------|----------------|
| a) I feel comfortable using computers in my teaching ---- | (1) — (2) — (3) — (4) | | | |
| b) When I have technical problems, I have ready access to computer support staff in my school ----- | (1) — (2) — (3) — (4) | | | |
| c) I receive adequate support for integrating computers in my teaching activities ----- | (1) — (2) — (3) — (4) | | | |

10**How often do you have the following types of interactions with other teachers?**Fill in **one** circle for each line.

- | | Never or almost never | 2 or 3 times per month | 1–3 times per week | Daily or almost daily |
|--|-----------------------|------------------------|--------------------|-----------------------|
| a) Discuss how to teach a particular topic ----- | (1) — (2) — (3) — (4) | | | |
| b) Collaborate in planning and preparing instructional materials ----- | (1) — (2) — (3) — (4) | | | |
| c) Share what I have learned about my teaching experiences ----- | (1) — (2) — (3) — (4) | | | |
| d) Visit another classroom to learn more about teaching - | (1) — (2) — (3) — (4) | | | |
| e) Work together to try out new ideas ----- | (1) — (2) — (3) — (4) | | | |

About Teaching the TIMSS Class

11

How much do you agree with the following statements?

Fill in **one** circle for each line.

- Agree a lot
 Agree a little
 Disagree a little
 Disagree a lot
- a) I am content with my profession as a teacher ----- ① — ② — ③ — ④
- b) I am satisfied with being a teacher at this school ----- ① — ② — ③ — ④
- c) I had more enthusiasm when I began teaching than I have now ----- ① — ② — ③ — ④
- d) I do important work as a teacher ----- ① — ② — ③ — ④
- e) I plan to continue as a teacher for as long as I can ---- ① — ② — ③ — ④
- f) I am frustrated as a teacher --- ① — ② — ③ — ④

12

How many students are in this class?

_____ students
Write in a number.

13

How many eighth-grade students experience difficulties understanding spoken English?

_____ students in this class
Write in a number.

14

How often do you do the following in teaching this class?

Fill in **one** circle for each line.

- Every or almost every lesson
 About half the lessons
 Some lessons
 Never
- a) Summarize what students should have learned from the lesson ----- ① — ② — ③ — ④
- b) Relate the lesson to students' daily lives ----- ① — ② — ③ — ④
- c) Use questioning to elicit reasons and explanations ----- ① — ② — ③ — ④
- d) Encourage all students to improve their performance --- ① — ② — ③ — ④
- e) Praise students for good effort ----- ① — ② — ③ — ④
- f) Bring interesting materials to class ----- ① — ② — ③ — ④

15

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

Fill in **one** circle for each line.

- | | Not applicable | Not at all | Some | A lot |
|--|----------------|------------|------|-------|
| a) Students lacking prerequisite knowledge or skills ----- | ① | ② | ③ | ④ |
| b) Students suffering from lack of basic nutrition ----- | ① | ② | ③ | ④ |
| c) Students suffering from not enough sleep ----- | ① | ② | ③ | ④ |
| d) Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment) --- | ① | ② | ③ | ④ |
| e) Disruptive students ----- | ① | ② | ③ | ④ |
| f) Uninterested students ----- | ① | ② | ③ | ④ |

16

For the typical student in this class, how often do you do these things?

Fill in **one** circle for each line.

- | | At least once a week | Once or twice a month | 4–6 times a year | 1–3 times a year | Never |
|--|----------------------|-----------------------|------------------|------------------|-------|
| a) Meet or talk individually with the student's parents to discuss his/her learning progress ----- | ① | ② | ③ | ④ | ⑤ |
| b) Send home a progress report on the student's learning ----- | ① | ② | ③ | ④ | ⑤ |

Teaching Science to the TIMSS Class

Questions 17–19 ask about science instruction for the eighth-grade students in the TIMSS class.

17

In a typical week, how much time do you spend teaching science to the students in this class?

_____ hours and _____ minutes per week

Write in the hours and minutes.

18

In teaching science to this class, how confident do you feel to do the following?

Fill in **one** circle for each line.

Very confident

Somewhat confident

Not confident

- a) Answer students' questions about science ----- ① — ② — ③
- b) Explain science concepts or principles by doing science experiments ----- ① — ② — ③
- c) Provide challenging tasks for capable students ----- ① — ② — ③
- d) Adapt my teaching to engage students' interest ----- ① — ② — ③
- e) Help students appreciate the value of learning science ----- ① — ② — ③

19

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

Fill in **one** circle for each line.

Every or almost every lesson

About half the lessons

Some lessons

Never

- a) Observe natural phenomena and describe what they see --- ① — ② — ③ — ④
- b) Watch me demonstrate an experiment or investigation ----- ① — ② — ③ — ④
- c) Design or plan experiments or investigations ----- ① — ② — ③ — ④
- d) Conduct experiments or investigations ----- ① — ② — ③ — ④
- e) Read their textbooks or other resource materials ----- ① — ② — ③ — ④
- f) Have students memorize facts and principles ----- ① — ② — ③ — ④
- g) Use scientific formulas and laws to solve routine problems ----- 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) Do field work outside of class - ① — ② — ③ — ④
- k) Take a written test or quiz ----- ① — ② — ③ — ④

20

Which best describes the science course you are teaching to the class with the TIMSS students?

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

- a) General science (several content areas of science taught separately)---- (1)
- b) Integrated science (several content areas of science combined and taught together throughout the year) ----- (2)
- c) Life science (e.g., biology, ecosystems, human health) ----- (3)
- d) Physical science (e.g., physics or chemistry) ----- (4)
- e) Earth science (e.g., geology, Earth and the solar system, fossils) ----- (5)

Resources for Teaching Science

Questions 21–22 ask about resources for teaching science to the eighth-grade students in the TIMSS class.

21

When you teach science to this class, how do you use the following resources?

Fill in **one** circle for each line.

- | | Basis for instruction | Supplement | Not used |
|---|-----------------------|------------|----------|
| a) Textbooks ----- | ① | ② | ③ |
| b) Workbooks or worksheets ----- | ① | ② | ③ |
| c) Science equipment and materials ----- | ① | ② | ③ |
| d) Computer software for science instruction ----- | ① | ② | ③ |
| e) Reference materials (e.g., encyclopedia, dictionary) ----- | ① | ② | ③ |

22

A. Do the students in this class have computer(s) available to use during their science lessons?

Fill in **one** circle only.

Yes --- ①

No --- ②

(If No, go to #23)

If Yes,

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

Fill in **one** circle only.

Yes --- ①

No --- ②

C. How often do you have the students do the following computer activities during science lessons?

Fill in **one** circle for each line.

- | | Every or almost every day | Once or twice a week | Once or twice a month | Never or almost never |
|--|---------------------------|----------------------|-----------------------|-----------------------|
| a) Practice skills and procedures ----- | ① | ② | ③ | ④ |
| b) Look up ideas and information ----- | ① | ② | ③ | ④ |
| c) Do scientific procedures or experiments ----- | ① | ② | ③ | ④ |
| d) Study natural phenomena through simulations ----- | ① | ② | ③ | ④ |
| e) Process and analyze data ----- | ① | ② | ③ | ④ |

Science Topics Taught

Questions 23–24 ask about the topics taught and the content covered in teaching science to the eighth-grade students in the TIMSS class

23

The following list includes the main topics addressed by the TIMSS science test. Choose the response that best describes when the students in this class have been taught each topic. If a topic was in the curriculum before the eighth grade, please choose “Mostly taught before this year.” 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 line.

	Mostly taught before this year	Mostly taught this year	Not yet taught or just introduced
A. Biology			
a) Major organs and organ systems in humans and other organisms (structure/function, life processes that maintain stable bodily conditions) -----	①	②	③
b) Cells and their functions, including respiration and photosynthesis as cellular processes -----	①	②	③
c) Reproduction (sexual and asexual) and heredity (passing on of traits, inherited versus acquired/learned characteristics) -----	①	②	③
d) Role of variation and adaptation in survival/extinction of species in a changing environment -----	①	②	③
e) Interdependence of populations of organisms in an ecosystem (e.g., energy flow, food webs, competition, predation) and the impact of changes in the physical environment on populations (e.g., climate, water supply) -----	①	②	③
f) Reasons for increase in world's human population (e.g., advances in medicine, sanitation), and the effects of population growth on the environment -----	①	②	③
g) Human health (causes of infectious diseases, methods of infection, prevention, immunity) and the importance of diet and exercise in maintaining health -----	①	②	③
B. Chemistry			
a) Classification, composition, and particulate structure of matter (elements, compounds, mixtures, molecules, atoms, protons, neutrons, electrons) -----	①	②	③
b) Solutions (solvent, solute, concentration/dilution, effect of temperature on solubility) -----	①	②	③
c) Properties and uses of common acids and bases -----	①	②	③
d) Chemical change (transformation of reactants, evidence of chemical change, conservation of matter, common oxidation reactions – combustion, rusting, tarnishing) -----	①	②	③

23 (continued)

The following list includes the main topics addressed by the TIMSS science test. Choose the response that best describes when the students in this class have been taught each topic. If a topic was in the curriculum before the eighth grade, please choose “Mostly taught before this year.” 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 line.

	Mostly taught before this year	Mostly taught this year	Not yet taught or just introduced
C. Physics			
a) Physical states and changes in matter (explanations of properties in terms of movement and distance between particles; phase change, thermal expansion, and changes in volume and/or pressure) -----	①	②	③
b) Energy forms, transformations, heat, and temperature -----	①	②	③
c) Basic properties/behaviors of light (reflection, refraction, light and color, simple ray diagrams) and sound (transmission through media, loudness, pitch, amplitude, frequency, relative speed of light and sound) -----	①	②	③
d) Electric circuits (flow of current; types of circuits - parallel/series; current/voltage relationship) and properties and uses of permanent magnets and electromagnets -----	①	②	③
e) Forces and motion (types of forces, basic description of motion, effects of density and pressure) -----	①	②	③
D. Earth Science			
a) Earth's structure and physical features (Earth's crust, mantle and core; composition and relative distribution of water, and composition of air) -----	①	②	③
b) Earth's processes, cycles and history (rock cycle; water cycle; weather patterns; major geological events; formation of fossils and fossil fuels) -----	①	②	③
c) Earth's resources, their use and conservation (e.g., renewable/nonrenewable resources, human use of land/soil, water resources) -----	①	②	③
d) Earth in the solar system and the universe (phenomena on Earth - day/night, tides, phases of moon, eclipses, seasons; physical features of Earth compared to other bodies; the Sun as a star) -----	①	②	③

Science Content Coverage

24

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 students in this class?

Write in the percentage for each.

- a) Biology (e.g., structure/function; life processes, reproduction/heredity, natural selection; ecosystems, human health) ----- %
- b) Chemistry (e.g., classification, composition and properties of matter; chemical change)----- %
- c) Physics (e.g., physical states/ changes in matter; energy; light; sound; electricity and magnetism; forces and motion) ----- %
- d) Earth science (e.g., Earth's structure, processes, and resources; the solar system and universe) ----- %
- e) Other ----- %

Total = 100%


Science Homework

Question 25 asks about science homework for the eighth-grade students in the TIMSS class.

25

A. How often do you usually assign science homework to the students in this class?

Fill in **one** circle only.

- I do not assign science homework --- ① 
(If No, go to #26)
- Less than once a week --- ②
- 1 or 2 times a week --- ③
- 3 or 4 times a week --- ④
- Every day --- ⑤

B. When you assign science homework to the students in this class, about how many minutes do you usually assign? (Consider the time it would take an average student in your class.)

Fill in **one** circle only.

- 15 minutes or less --- ①
- 16–30 minutes --- ②
- 31–60 minutes --- ③
- 61–90 minutes --- ④
- More than 90 minutes --- ⑤

C. How often do you do the following with the science homework assignments for this class?

Fill in **one** circle for each line.

- | | Always or almost always | Sometimes | Never or almost never |
|---|-------------------------|-----------|-----------------------|
| a) Correct assignments and give feedback to students ----- | ① | ② | ③ |
| b) Have students correct their own homework ----- | ① | ② | ③ |
| c) Discuss the homework in class ----- | ① | ② | ③ |
| d) Monitor whether or not the homework was completed ----- | ① | ② | ③ |
| e) Use the homework to contribute towards students' grades or marks ----- | ① | ② | ③ |

Science Assessment

Questions 26–28 ask about science assessment for the eighth-grade students in the TIMSS class.

26

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

Fill in **one** circle for each line.

Major emphasis

Some emphasis

Little or no emphasis

- a) Evaluation of students' ongoing work ----- ① — ② — ③
- b) Classroom tests (for example, teacher-made or textbook tests) ----- ① — ② — ③
- c) State or district achievement tests ----- ① — ② — ③

27

How often do you give a science test or examination to this class?

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

28

How often do you include the following types of questions in your science tests or examinations?

Fill in **one** circle for each line.

Always or almost always

Sometimes

Never or almost never

- a) Questions based on knowing facts and concepts --- ① — ② — ③
- b) Questions based on the application of knowledge and understanding ----- ① — ② — ③
- c) Questions involving developing hypotheses and designing scientific investigations ----- ① — ② — ③
- d) Questions requiring explanations or justifications ----- ① — ② — ③

Preparation to Teach Science

29

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

Fill in **one** circle for each line.

	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
g) Addressing individual students' needs -----	①	②

30

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

If a topic is not in the eighth-grade curriculum or you are not responsible for teaching this topic you may choose “Not applicable.”

Fill in **one** circle for each line.

	Not applicable	Very well prepared	Somewhat prepared	Not well prepared
A. Biology				
a) Major organs and organ systems in humans and other organisms (structure/function, life processes that maintain stable bodily conditions) -----	①	②	③	④
b) Cells and their functions, including respiration and photosynthesis as cellular processes -----	①	②	③	④
c) Reproduction (sexual and asexual) and heredity (passing on of traits, inherited versus acquired/learned characteristics) -----	①	②	③	④
d) Role of variation and adaptation in survival/extinction of species in a changing environment -----	①	②	③	④
e) Interdependence of populations of organisms in an ecosystem (e.g., energy flow, food webs, competition, predation) and the impact of changes in the physical environment on populations (e.g., climate, water supply) -----	①	②	③	④
f) Reasons for increase in world’s human population (e.g., advances in medicine, sanitation), and the effects of population growth on the environment -----	①	②	③	④
g) Human health (causes of infectious diseases, methods of infection, prevention, immunity) and the importance of diet and exercise in maintaining health -----	①	②	③	④
B. Chemistry				
a) Classification, composition, and particulate structure of matter (elements, compounds, mixtures, molecules, atoms, protons, neutrons, electrons) -----	①	②	③	④
b) Solutions (solvent, solute, concentration/dilution, effect of temperature on solubility) -----	①	②	③	④
c) Properties and uses of common acids and bases -----	①	②	③	④
d) Chemical change (transformation of reactants, evidence of chemical change, conservation of matter, common oxidation reactions – combustion, rusting, tarnishing) -----	①	②	③	④

30 (continued)

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

If a topic is not in the eighth-grade curriculum or you are not responsible for teaching this topic you may choose "Not applicable."

Fill in **one** circle for each line.

	Not applicable	Very well prepared	Somewhat prepared	Not well prepared
C. Physics				
a) Physical states and changes in matter (explanations of properties in terms of movement and distance between particles; phase change, thermal expansion, and changes in volume and/or pressure) -----	①	②	③	④
b) Energy forms, transformations, heat, and temperature -----	①	②	③	④
c) Basic properties/behaviors of light (reflection, refraction, light and color, simple ray diagrams) and sound (transmission through media, loudness, pitch, amplitude, frequency, relative speed of light and sound) -----	①	②	③	④
d) Electric circuits (flow of current; types of circuits - parallel/series; current/voltage relationship) and properties and uses of permanent magnets and electromagnets -----	①	②	③	④
e) Forces and motion (types of forces, basic description of motion, effects of density and pressure) -----	①	②	③	④
D. Earth Science				
a) Earth's structure and physical features (Earth's crust, mantle and core; composition and relative distribution of water, and composition of air) -----	①	②	③	④
b) Earth's processes, cycles and history (rock cycle; water cycle; weather patterns; major geological events; formation of fossils and fossil fuels) -----	①	②	③	④
c) Earth's resources, their use and conservation (e.g., renewable/nonrenewable resources, human use of land/soil, water resources) -----	①	②	③	④
d) Earth in the solar system and the universe (phenomena on Earth - day/night, tides, phases of moon, eclipses, seasons; physical features of Earth compared to other bodies; the Sun as a star) -----	①	②	③	④

Thank You

**Thank you for the thought, time, and effort you have
put into completing this questionnaire.**





BOSTON
COLLEGE

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TIMSS 2011

Teacher Questionnaire Science

Grade 8



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International Association
for the Evaluation of
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Place
Label Here

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School ID

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Checksum

TIMSS 2011

School Questionnaire

Grade 8

National Center for Education Statistics

U.S. Department of Education
1990 K St., NW
Washington, DC 20006



TIMSS & PIRLS
International Study Center
Lynch School of Education, Boston College

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According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0645. Approval expires XX/XX/2011. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving the survey instrument, please write to:** U.S. Department of Education, Washington, D.C. 20202-4537. **If you have any comments or concerns regarding the status of your individual response to this survey, write directly to:** National Center for Education Statistics, 1990 K Street, N.W., Room 9034, Washington, D.C. 20006.

School Questionnaire

Your school has agreed to participate in TIMSS 2011 (Trends in International Mathematics and Science Study), an educational research project sponsored by the International Association for the Evaluation of Educational Achievement (IEA). TIMSS measures trends in student achievement in mathematics and science, and studies differences in national education systems in more than 60 countries in order to help improve teaching and learning worldwide.

This questionnaire is addressed to school principals and department heads who are asked to supply information about their schools. Since your school has been selected as part of a nationwide sample, your responses are very important in helping to describe eighth-grade education in the United States.

It is important that you answer each question carefully so that the information provided reflects the situation in your school as accurately as possible. Some of the questions will require that you look up school records, so you may wish to arrange for the assistance of another staff member to help provide this information.

Since TIMSS is an international study and all countries are using the same questionnaire, you may find that some of the questions seem unusual or are not entirely relevant to you or schools in the United States. Nevertheless, it is important that you do your best to answer all of the questions so comparisons can be made across countries in the study.

It is estimated that you will need approximately 30 minutes to complete this questionnaire. We appreciate the time and effort that this takes and thank you for your cooperation and contribution.

When you have completed the questionnaire, please return it to the TIMSS school coordinator.

NCES is authorized to collect information from the questionnaire under the Education Sciences Reform Act of 2002 (Public Law 107-279, Section 153). You do not have to provide the information requested. However, the information you provide will help the U.S. Department of Education's ongoing efforts to understand better how the educational system in the United States compares to that in other countries. There are no penalties should you choose not to participate in this study. Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose (Public Law 107-279, Section 183 and Title V, subtitle A of the E-Government Act of 2002 (P.L. 107-347)). Your response will be combined with those from other participants to produce summary statistics and reports.

This survey is estimated to take an average of 30 minutes, including time for reviewing instructions, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to: Stephen Provasnik, National Center for Education Statistics, U.S. Department of Education, 1990 K Street NW, Room 9034, Washington, DC 20006-5650. Do not return the completed form to this address.

Thank you.

TIMSS 2011

School Enrollment and Characteristics

1

What is the total enrollment of students in your school as of April 1, 2011?

_____ students
Write in a number.

2

What is the total enrollment of eighth-grade students in your school as of April 1, 2011?

_____ students
Write in a number.

3

Approximately what percentage of students in your school have the following backgrounds?

Fill in **one** circle for each line.

	0 to 10%	11 to 25%	26 to 50%	More than 50%
a) Come from economically disadvantaged homes -----	①	②	③	④
b) Come from economically affluent homes -----	①	②	③	④

4

Around the first of October 2010, what percentage of students at this school were eligible to receive free or reduced-price lunches through the National School Lunch Program?

_____ percentage of students
Write in a number.

5

A. How many people live in the city, town, or area where your school is located?

Fill in **one** circle only.

- More than 500,000 people -- ①
 100,001 to 500,000 people -- ②
 50,001 to 100,000 people -- ③
 15,001 to 50,000 people -- ④
 3,001 to 15,000 people -- ⑤
 3,000 people or fewer -- ⑥

B. Which best describes the immediate area in which your school is located?

Fill in **one** circle only.

- Urban—Densely populated -- ①
 Suburban—On fringe or outskirts of urban area -- ②
 Medium size city or large town -- ③
 Small town or village -- ④
 Remote rural -- ⑤

C. Which best characterizes the average income level of the school's immediate area?

Fill in **one** circle only.

- High -- ①
 Medium -- ②
 Low -- ③

6

What type of school is this?

Fill in **one** circle only.

- Regular public school-- ①
- A regular public school with a magnet program-- ②
- A magnet school or school with a special program emphasis (e.g., Montessori, science/math school, performing arts school, talented/gifted school, foreign language immersion school, etc.) - ③
- Special education: a school that primarily serves students with disabilities-- ④
- Alternative: a school designed to address the needs of students, typically at risk of educational failure, which cannot be met in regular schools-- ⑤
- Vocational-- ⑥
- Charter School-- ⑦
- Private (independent)-- ⑧
- Private (religiously affiliated)-- ⑨
- Other-- ⑩

7

A. Approximately what percentage of students in your school have English as their native language?

Fill in **one** circle only.

- More than 90%--- ①
- 76 to 90%--- ②
- 51 to 75%--- ③
- 26 to 50%--- ④
- 25% or less--- ⑤

B. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient (LEP)/English language learners (ELL)?

Fill in **one** circle only.

- 0%--- ①
- 1 to 5%--- ②
- 6 to 10%--- ③
- 11 to 25%--- ④
- 26 to 50%--- ⑤
- 51 to 75%--- ⑥
- 76 to 90%--- ⑦
- Over 90%--- ⑧

Instructional Time**8**

For the eighth-grade students in your school:

- A. How many days per year is your school open for instruction?**

_____ days
Write in the number.

- B. What is the total instructional time, excluding breaks, in a typical day?**

_____ hours and _____ minutes
Write in the number of hours and minutes.

- C. In one calendar week, how many days is the school open for instruction?**

Fill in **one** circle only.

- 6 days--- ①
5 1/2 days--- ②
5 days--- ③
4 1/2 days--- ④
4 days--- ⑤
Other--- ⑥

Resources and Technology**9**

What is the total number of computers that can be used for instructional purposes by eighth-grade students?

_____ computers
Write in the number.

10

- A. Does your school have a science laboratory that can be used by eighth-grade students?**

Fill in **one** circle only.

- Yes--- ①
No--- ②

- B. Do teachers usually have assistance available when students are conducting science experiments?**

Fill in **one** circle only.

- Yes--- ①
No--- ②

11

How much is your school's capacity to provide instruction affected by a shortage or inadequacy of the following?

Fill in **one** circle for each line.

	Not at all	A little	Some	A lot
A. General School Resources				
a) Instructional materials (e.g., textbooks)-----	①	②	③	④
b) Supplies (e.g., papers, pencils)-----	①	②	③	④
c) School buildings and grounds-----	①	②	③	④
d) Heating/cooling and lighting systems-----	①	②	③	④
e) Instructional space (e.g., classrooms)-----	①	②	③	④
f) Technologically competent staff-----	①	②	③	④
B. Resources for Mathematics Instruction				
a) Teachers with a specialization in mathematics-----	①	②	③	④
b) Computers for mathematics instruction-----	①	②	③	④
c) Computer software for mathematics instruction-----	①	②	③	④
d) Library materials relevant to mathematics instruction-----	①	②	③	④
e) Audio-visual resources for mathematics instruction-----	①	②	③	④
f) Calculators for mathematics instruction-----	①	②	③	④

Fill in **one** circle for each line.

	Not at all	A little	Some	A lot
C. Resources for Science Instruction				
a) Teachers with a specialization in science-----	①	②	③	④
b) Computers for science instruction-----	①	②	③	④
c) Computer software for science instruction-----	①	②	③	④
d) Library materials relevant to science instruction-----	①	②	③	④
e) Audio-visual resources for science instruction-----	①	②	③	④
f) Calculators for science instruction-----	①	②	③	④
g) Science equipment and materials-----	①	②	③	④

Involving Parents in Your School

12

A. How often does your school do the following for parents concerning individual students?

Fill in **one** circle for each line.

- | | Never | Once a year | 2–3 times a year | More than 3 times a year |
|--|-------|-------------|------------------|--------------------------|
| a) Inform parents about their child's learning progress ----- | ① | ② | ③ | ④ |
| b) Inform parents about the behavior and well-being of their child at school ----- | ① | ② | ③ | ④ |
| c) Discuss parents' concerns or wishes about their child's learning ----- | ① | ② | ③ | ④ |
| d) Support individual parents in helping their child with schoolwork ----- | ① | ② | ③ | ④ |

B. How often does your school ask parents to do the following?

Fill in **one** circle for each line.

- | | Never | Once a year | 2–3 times a year | More than 3 times a year |
|---|-------|-------------|------------------|--------------------------|
| a) Volunteer for school projects, programs, and trips ----- | ① | ② | ③ | ④ |
| b) Serve on school committees ----- | ① | ② | ③ | ④ |

C. How often does your school do the following for parents in general?

Fill in **one** circle for each line.

- | | Never | Once a year | 2–3 times a year | More than 3 times a year |
|---|-------|-------------|------------------|--------------------------|
| a) Inform parents about the overall academic achievement of the school (e.g., results of state and/or district tests, results of inspections of learning) ----- | ① | ② | ③ | ④ |
| b) Inform parents about school accomplishments (e.g., tournament results, facility improvements) ----- | ① | ② | ③ | ④ |
| c) Inform parents about the educational goals and pedagogic principles of the school ----- | ① | ② | ③ | ④ |
| d) Inform parents about the rules of the school ----- | ① | ② | ③ | ④ |
| e) Discuss parents' concerns or wishes about the school's organization (e.g., rules and regulations, time tables, safety measures) ----- | ① | ② | ③ | ④ |
| f) Provide parents with additional learning materials (e.g., books, computer software) for their child to use at home ----- | ① | ② | ③ | ④ |
| g) Organize workshops or seminars for parents on learning or pedagogical issues ----- | ① | ② | ③ | ④ |

School Climate

13

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

Fill in **one** circle for each line.

- 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

14

A. To what degree is each of the following a problem among eighth-grade students in your school?

Fill in **one** circle for each line.

- Not a problem
Minor problem
Moderate problem
Serious problem
- a) Arriving late at school ----- ① — ② — ③ — ④
- b) Absenteeism (i.e., unjustified absences) ----- ① — ② — ③ — ④
- c) Classroom disturbance ----- ① — ② — ③ — ④
- d) Cheating ----- ① — ② — ③ — ④
- e) Profanity ----- ① — ② — ③ — ④
- f) Vandalism ----- ① — ② — ③ — ④
- g) Theft ----- ① — ② — ③ — ④
- h) Intimidation or verbal abuse among students (including texting, emailing, etc.) ----- ① — ② — ③ — ④
- i) Physical injury to other students ----- ① — ② — ③ — ④
- j) Intimidation or verbal abuse of teachers or staff (including texting, emailing, etc.) ----- ① — ② — ③ — ④
- k) Physical injury to teachers or staff ----- ① — ② — ③ — ④

B. To what degree is each of the following a problem among teachers in your school?

Fill in **one** circle for each line.

- Not a problem
Minor problem
Moderate problem
Serious problem
- a) Arriving late or leaving early --- ① — ② — ③ — ④
- b) Absenteeism ----- ① — ② — ③ — ④

Teachers in Your School

15

In your school, are any of the following used to evaluate the practice of eighth-grade mathematics teachers?

Fill in **one** circle for each line.

- | | Yes | No |
|---|-----|----|
| a) Observations by the principal or senior staff ----- | ① | ② |
| b) Observations by inspectors or other persons external to the school ----- | ① | ② |
| c) Student achievement ----- | ① | ② |
| d) Teacher peer review ----- | ① | ② |

16

In your school, are any of the following used to evaluate the practice of eighth-grade science teachers?

Fill in **one** circle for each line.

- | | Yes | No |
|---|-----|----|
| a) Observations by the principal or senior staff ----- | ① | ② |
| b) Observations by inspectors or other persons external to the school ----- | ① | ② |
| c) Student achievement ----- | ① | ② |
| d) Teacher peer review ----- | ① | ② |

17

How difficult was it to fill eighth-grade teaching vacancies for this school year for the following subjects?

Fill in **one** circle for each line.

- | | Were no vacancies in this subject | Easy to fill in vacancies | Somewhat difficult | Very difficult |
|----------------------|-----------------------------------|---------------------------|--------------------|----------------|
| a) Mathematics ----- | ① | ② | ③ | ④ |
| b) Science ----- | ① | ② | ③ | ④ |

18

Does your school currently use any incentives (e.g., pay, housing, signing bonus, smaller classes) to recruit or retain eighth-grade teachers in the following fields?

Fill in **one** circle for each line.

- | | Yes | No |
|----------------------|-----|----|
| a) Mathematics ----- | ① | ② |
| b) Science ----- | ① | ② |
| c) Other ----- | ① | ② |

Leadership Activities

19

During the past year, approximately how much time have you spent on the following school leadership activities in your role as a school principal?

Fill in **one** circle for each line.

No time
Some time
A lot of time

- a) Promoting the school's educational vision or goals ---- ① — ② — ③
- b) Developing the school's curricular and educational goals ----- ① — ② — ③
- c) Monitoring teachers' implementation of the school's educational goals in their teaching ----- ① — ② — ③
- d) Monitoring students' learning progress to ensure that the school's educational goals are reached ----- ① — ② — ③
- e) Keeping an orderly atmosphere in the school ----- ① — ② — ③
- f) Ensuring that there are clear rules for student behavior ----- ① — ② — ③
- g) Addressing disruptive student behavior ----- ① — ② — ③
- h) Creating a climate of trust among teachers ----- ① — ② — ③
- i) Initiating a discussion to help teachers who have problems in the classroom ----- ① — ② — ③
- j) Advising teachers who have questions or problems with their teaching ----- ① — ② — ③

Fill in **one** circle for each line.

No time
Some time
A lot of time

- k) Visiting other schools or attending educational conferences for new ideas ----- ① — ② — ③
- l) Initiating educational projects or improvements ----- ① — ② — ③
- m) Participating in professional development activities specifically for school principals ----- ① — ② — ③

Thank You

Thank you for the thought, time, and effort you have put into completing this questionnaire.





BOSTON
COLLEGE

timssandpirls.bc.edu

TIMSS 2011

School Questionnaire

Grade 8



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International Association
for the Evaluation of
Educational Achievement

TIMSS & PIRLS 2011 Curriculum Questionnaire

GENERAL MODULE

***To be completed by all countries participating
in TIMSS and/or PIRLS***

1. What is your country's name for the grade(s) tested in TIMSS and/or PIRLS 2011, in English (e.g., grade 4, grade 8)?

2. In your country, what is the stated official policy or regulation on students' age of entry to primary school (ISCED Level 1)?

Examples: "Children begin school during the calendar year of their 6th birthday"; "Children must be 6 years old by the end of June to begin school the following September".

A. If the official policy allows some parental discretion or choice, please describe the usual practice.

Example: "Even though the official policy is that students can begin school in the year when they turn 6 years old, children typically begin primary school at age 7 because their parents feel they will benefit from being more mature".

B. Has the stated official policy changed in the last 10 years?

*Check **one** circle only.*

Yes--- ☐

No--- ☐

If Yes....

C. How did the policy change, and when was the change made?

Questions 3-5 ask about the years of schooling provided in your country, beginning with preprimary education.

3. Is preprimary education (ISCED Level 0) mandatory for children in your country?

Check **one** circle only.

Yes--- ☐

No--- ☐

If Yes....

A. How many years are students required to attend preprimary education?

1 year----- ☐

2 years----- ☐

3 years----- ☐

More than 3 years---- ☐

If No....

B. What types of preprimary education are available, but not mandatory?

Check **one** circle for each line.

	Yes	No
a) Public preprimary education -----	<input type="radio"/>	<input type="radio"/>
b) Licensed early childhood education providers-----	<input type="radio"/>	<input type="radio"/>
c) Other-----	<input type="radio"/>	<input type="radio"/>
Please specify:		

Any other comments about preprimary education:

4. What are the ages and/or grades of compulsory education in your country?

Example: “Ages 6-16; Grades 1-9”.

5. Beginning with ISCED Level 1, what grades of schooling are provided to students through ISCED Level 3 (upper secondary)?

Example: “Grades 1-12”.

6. Does your country have a national curriculum for preprimary education (ISCED Level 0)?

*Check **one** circle only.*

Yes--- ☐

No--- ☐

If Yes....

- A. Are language, reading, and writing skills part of the preprimary curriculum?

*Check **one** circle only.*

Yes--- ☐

No--- ☐

Please describe:

- B. Is mathematics (e.g., counting, learning shapes) part of the preprimary curriculum?

*Check **one** circle only.*

Yes--- ☐

No--- ☐

Please describe:

C. Is science (e.g., nature study, weather) part of the preprimary curriculum?

Check **one** circle only.

Yes--- ☐

No--- ☐

Please describe:

7. Does your country have a policy on the promotion and retention of students across grades 1-8?

Example: "Automatic promotion for grades 1-5, dependent on academic progress for grades 6-8".

Check **one** circle only.

Yes--- ☐

No--- ☐

Please describe:

8. Does your country have a nationally mandated number of school days per year?

*Check **one** circle only.*

Yes--- ☐

No--- ☐

Please describe:

9. What is the **main** preparation route(s) for teachers of students in the **fourth grade**?

Example: "Most teachers receive their education through a university degree program. Some have attended a teacher college program, but that is becoming less common".

- A. According to the **main** teacher preparation route, what are the current requirements for being a teacher of students in the **fourth grade**?

*Check **one** circle for each line.*

- | | Yes | No |
|--|-----------------------|-----------------------|
| a) Supervised practicum during the teacher education program-----
<i>If Yes...</i>
How long is this period? _____ | <input type="radio"/> | <input type="radio"/> |
| b) Passing a qualifying examination (e.g., licensing, certification)----- | <input type="radio"/> | <input type="radio"/> |
| c) Completion of a probationary teaching period-----
<i>If Yes...</i>
How long is this period? _____ | <input type="radio"/> | <input type="radio"/> |
| d) Completion of a mentoring or induction program (e.g., experienced teachers work with novice teachers to provide instructional guidance) ----- | <input type="radio"/> | <input type="radio"/> |
| e) Other-----
Please specify:
_____ | <input type="radio"/> | <input type="radio"/> |

- B. If the main preparation route(s) for teachers of students in the **eighth grade** is different, what is their **main** preparation route?

- C. If the requirements are different than the fourth grade, what are the current requirements for being a teacher of students in the **eighth grade**?

*Check **one** circle for each line.*

- | | Yes | No |
|--|-----------------------|-----------------------|
| a) Supervised practicum during the teacher education program-----
<i>If Yes...</i>
How long is this period? _____ | <input type="radio"/> | <input type="radio"/> |
| b) Passing a qualifying examination (e.g., licensing, certification)----- | <input type="radio"/> | <input type="radio"/> |
| c) Completion of a probationary teaching period-----
<i>If Yes...</i>
How long is this period? _____ | <input type="radio"/> | <input type="radio"/> |
| d) Completion of a mentoring or induction program (e.g., experienced teachers work with novice teachers to provide instructional guidance) ----- | <input type="radio"/> | <input type="radio"/> |
| e) Other-----
Please specify:
_____ | <input type="radio"/> | <input type="radio"/> |

10. A. Does an educational authority in your country (e.g., National Ministry of Education) administer examinations in the following subjects that have consequences for individual students, such as entry to a higher school system, entry to a university, and/or exiting or graduating from secondary school?

Check **one** circle for each line.

- | | Yes | No |
|----------------------|-----------------------|-----------------------|
| a) Language(s) ----- | <input type="radio"/> | <input type="radio"/> |
| b) Mathematics----- | <input type="radio"/> | <input type="radio"/> |
| c) Science----- | <input type="radio"/> | <input type="radio"/> |

B. Please describe the grades at which the exams are given and the purpose of each exam.

Example: "There is an exam including language and mathematics given at the end of grade 8 to determine placement for entry to secondary school."

C. Does your country have a national or regional policy to make accommodations for students with special needs taking national or regional tests?

*Examples: "Providing materials in Braille for visually impaired students";
"Providing instructions in sign language for hearing impaired students".*

Check **one** circle only.

- Yes--- ☐
- No--- ☐

If Yes...

What is the policy?

D. If there are not exams, is there a similar process that has consequences for individual students?

Example: “Teacher recommendations”



11. Is there a national/regional policy to encourage parental involvement in the schools attended by **fourth-grade** students?

Example: "Parents must be included in school governing bodies".

Check **one** circle only.

Yes--- ☐

No--- ☐

If Yes...

What is the policy?

If No...

Comments:

12. Is there a national/regional policy to encourage parental involvement in the schools attended by **eighth-grade** students?

*Check **one** circle only.*

- Yes, same as fourth grade--- ☐
- Yes, but different than fourth grade--- ☐
- No--- ☐

If different from fourth grade...
What is the policy?

**MATHEMATICS MODULE
GRADE 8
(TIMSS Grade 8 Module, Part 1)**

***To be completed by all countries participating
in TIMSS at the eighth grade***

1. Does your country have a national curriculum that covers mathematics instruction at the eighth grade of formal schooling?

Check **one** circle only.

Yes--- ☐

No--- ☐

If Yes...

Comments:

If No...

What is the highest level of decision-making authority (e.g., state or province) that provides a curriculum that covers mathematics instruction at the eighth grade of formal schooling?

Question 2 pertains to the mathematics curriculum that was in effect for the students assessed in TIMSS 2010/2011.

2. A. In what year was the current mathematics curriculum introduced?

Refers to the national curriculum that covers mathematics instruction at the eighth grade of formal schooling for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

Comments:

- B. Is the mathematics curriculum currently being revised?

*Check **one** circle only.*

Yes--- ☐

No--- ☐

If Yes...
Please explain:

If No...
Comments:

3. For the middle/lower secondary school mathematics curriculum, what is the grade structure?

Refers to the national curriculum that covers mathematics instruction at the eighth grade of formal schooling for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

Examples: "Grades 1-8"; "Grades 4-8"; "Grades 6-8"; Grades 7-9"

4. What does the mathematics curriculum prescribe?

Refers to the national curriculum that covers mathematics instruction at the eighth grade of formal schooling for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

*Check **one** circle for each line.*

	Yes	No
a) Goals and objectives-----	<input type="radio"/>	<input type="radio"/>
b) Instructional processes or methods-----	<input type="radio"/>	<input type="radio"/>
c) Materials (e.g., textbooks, or instructional materials)-----	<input type="radio"/>	<input type="radio"/>
d) Assessment methods/activities-----	<input type="radio"/>	<input type="radio"/>
e) Other-----	<input type="radio"/>	<input type="radio"/>
Please specify: _____		

Comments:

5. Is there a process for approving the textbooks used for mathematics instruction?

*Check **one** circle only.*

Yes--- ☐

No--- ☐

If Yes...

Please describe the process:

6. A. Does the national curriculum contain statements/policies about the use of calculators in grade 8 mathematics?

Refers to the national curriculum that covers mathematics instruction at the eighth grade of formal schooling for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

Check **one** circle only.

Yes--- ☐

No--- ☐

If Yes...

What are the statements/policies?

- B. Does the national curriculum contain statements/policies about the use of calculators in grade 8 mathematics tests or examinations?

Refers to the national curriculum that covers mathematics instruction at the eighth grade of formal schooling for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

Check **one** circle only.

Yes--- ☐

No--- ☐

If Yes...

What are the statements/policies?

Comments:

7. Does the national curriculum contain statements/policies about the use of computers in grade 8 mathematics?

Refers to the national curriculum that covers mathematics instruction at the eighth grade of formal schooling for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

Check **one** circle only.

Yes--- ☐

No--- ☐

If Yes...

What are the statements/policies?

Comments:

8. How much emphasis does the national mathematics curriculum place on the following?

Refers to the national curriculum that covers mathematics instruction at the eighth grade of formal schooling for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

Check **one** circle for each line.

	None	Very Little	Some	A lot
a) Mastering basic skills and procedures-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Applying mathematics in real-life contexts-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Reasoning mathematically-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

9. (i) According to the national mathematics curriculum, what proportion of grade 8 students should have been taught each of the following topics or skills by the end of grade 8?




Be sure to include curriculum expectations for all grades up to and including grade 8. Grades represent years of formal schooling. For example, if “Year 9” in your country corresponds to the eighth year of formal schooling, please choose grade 8.

Across grades from preprimary through upper secondary education, at what grade(s) are the topics primarily intended to be taught?

If there are not any specifications to this detail, please indicate national expectations to the best of your ability. If part of a topic does not apply (e.g., estimation in part A topic (a)), please explain in the comment field.

Refers to the national curriculum that covers mathematics instruction at the eighth grade of formal schooling for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

	Proportion of grade 8 students expected to be taught topic			Grade(s) topic is expected to be taught						
	All or almost all students	Only the more able students	Not included in the curriculum through grade 8	preprimary (PP) through the end of upper secondary (G12)						
	Check one circle for each line.									
A. Number										
a) Computing, estimating, or approximating with whole numbers-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	PP	G1	G2	G3	G4	G5	G6
-				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				G7	G8	G9	G10	G11	G12	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) Concepts of fractions and computing with fractions-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	PP	G1	G2	G3	G4	G5	G6
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				G7	G8	G9	G10	G11	G12	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

c) Concepts of decimals and computing with decimals-----		PP	G1	G2	G3	G4	G5	G6
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		G7	G8	G9	G10	G11	G12	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d) Representing, comparing, ordering, and computing with integers-----		PP	G1	G2	G3	G4	G5	G6
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		G7	G8	G9	G10	G11	G12	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e) Problem solving involving percents and proportions---		PP	G1	G2	G3	G4	G5	G6
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		G7	G8	G9	G10	G11	G12	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments:

	(i) Proportion of grade 8 students expected to be taught topic <i>Check one circle for each line.</i>			(ii) Grade(s) topic is expected to be taught preprimary (PP) through the end of upper secondary (G12)						
	All or almost all students	Only the more able students	Not included in the curriculum through grade 8	PP	G1	G2	G3	G4	G5	G6
B. Algebra										
a) Numeric, algebraic, and geometric patterns or sequences (extension, missing terms, generalization of patterns)-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	PP	G1	G2	G3	G4	G5	G6
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				G7	G8	G9	G10	G11	G12	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Simplifying and evaluating algebraic expressions-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	PP	G1	G2	G3	G4	G5	G6
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				G7	G8	G9	G10	G11	G12	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Simple linear equations and inequalities-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	PP	G1	G2	G3	G4	G5	G6
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				G7	G8	G9	G10	G11	G12	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Simultaneous (two variables) equations-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	PP	G1	G2	G3	G4	G5	G6
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				G7	G8	G9	G10	G11	G12	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Representation of functions as ordered pairs, tables, graphs, words, or equations-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	PP	G1	G2	G3	G4	G5	G6
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				G7	G8	G9	G10	G11	G12	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

	(i) Proportion of grade 8 students expected to be taught topic			(ii) Grade(s) topic is expected to be taught						
	All or almost all students	Only the more able students	Not included in the curriculum through grade 8	preprimary (PP) through the end of upper secondary (G12)						
<i>Check one circle for each line.</i>										
C. Geometry										
a) Geometric properties of angles and geometric shapes (triangles, quadrilaterals, and other common polygons)-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	PP	G1	G2	G3	G4	G5	G6
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				G7	G8	G9	G10	G11	G12	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) Congruent figures and similar triangles-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	PP	G1	G2	G3	G4	G5	G6
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				G7	G8	G9	G10	G11	G12	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) Relationship between three-dimensional shapes and their two-dimensional representations----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	PP	G1	G2	G3	G4	G5	G6
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				G7	G8	G9	G10	G11	G12	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d) Using appropriate measurement formulas for perimeters, circumferences, areas, surface areas, and volumes-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	PP	G1	G2	G3	G4	G5	G6
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				G7	G8	G9	G10	G11	G12	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e) Points on the Cartesian plane--	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	PP	G1	G2	G3	G4	G5	G6
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				G7	G8	G9	G10	G11	G12	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

f) Translation,
 reflection, and
 rotation-----



PP	G1	G2	G3	G4	G5	G6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G7	G8	G9	G10	G11	G12	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments:

	(i) Proportion of grade 8 students expected to be taught topic			(ii) Grade(s) topic is expected to be taught						
	All or almost all students	Only the more able students	Not included in the curriculum through grade 8	preprimary (PP) through the end of upper secondary (G12)						
<i>Check one circle for each line.</i>										
D. Data and Chance										
a) Reading and displaying data using tables, pictographs, bar graphs, pie charts and line graphs---	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	PP	G1	G2	G3	G4	G5	G6
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				G7	G8	G9	G10	G11	G12	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Interpreting data sets (e.g., draw conclusions, make predictions, and estimate values between and beyond given data points) -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	PP	G1	G2	G3	G4	G5	G6
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				G7	G8	G9	G10	G11	G12	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Judging, predicting, and determining the chances of possible outcomes-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	PP	G1	G2	G3	G4	G5	G6
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				G7	G8	G9	G10	G11	G12	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

10. In what form is the mathematics curriculum made available?

Refers to the national curriculum that covers mathematics instruction at the eighth grade of formal schooling for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

Check **one** circle for each line.

	Yes	No
a) Official publication containing the curriculum-----	<input type="radio"/>	<input type="radio"/>
b) Ministry notes and directives-----	<input type="radio"/>	<input type="radio"/>
c) Mandated or recommended textbooks-----	<input type="radio"/>	<input type="radio"/>
d) Instructional or pedagogical guide-----	<input type="radio"/>	<input type="radio"/>
e) Specifically developed or recommended instructional activities----	<input type="radio"/>	<input type="radio"/>
f) Other-----	<input type="radio"/>	<input type="radio"/>

Please specify: _____

Comments:

11. Does the curriculum prescribe the percentage of **total** instructional time to be devoted to **mathematics** instruction at the eighth grade of formal schooling?

Refers to the national curriculum that covers mathematics instruction at the eighth grade of formal schooling for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

Check **one** circle only.

Yes--- ☐

No--- ☐

If Yes,...

Please specify the percentage:

Comments:

12. How is the mathematics curriculum implementation evaluated?

Refers to the national curriculum that covers mathematics instruction at the eighth grade of formal schooling for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

*Check **one** circle for each line.*

	Yes	No
a) Visits by inspectors-----	<input type="radio"/>	<input type="radio"/>
b) Research programs-----	<input type="radio"/>	<input type="radio"/>
c) School self-evaluation-----	<input type="radio"/>	<input type="radio"/>
d) National or regional assessments-----	<input type="radio"/>	<input type="radio"/>
e) Other-----	<input type="radio"/>	<input type="radio"/>
Please specify: _____		

Comments:

13. For teachers of students in the **eighth grade**, does your country experience any difficulties recruiting or retaining teachers of mathematics?

*Check **one** circle only.*

Yes--- ☐

No--- ☐

If Yes...

Comments:

**SCIENCE MODULE
GRADE 8
(TIMSS Grade 8 Module, Part 2)**

***To be completed by all countries participating
in TIMSS at the eighth grade***

1. Does your country have a national curriculum that covers science instruction at the eighth grade of formal schooling?

Check **one** circle only.

Yes--- ☐

No--- ☐

If Yes...

Comments:

If No...

What is the highest level of decision-making authority (e.g., state or province) that provides a curriculum that covers science instruction at the eighth grade of formal schooling?

Question 2 pertains to the science curriculum that was in effect for the students assessed in TIMSS 2010/2011.

2. A. In what year was the current science curriculum introduced?

Refers to the national curriculum that covers science instruction at the eighth grade of formal schooling for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

Comments:

- B. Is the science curriculum currently being revised?

*Check **one** circle only.*

Yes--- ☐

No--- ☐

If Yes...
Please explain:

If No...
Comments:

3. For the middle/lower secondary school science curriculum, what is the grade structure?

Refers to the national curriculum that covers science instruction at the eighth grade of formal schooling for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

Examples: "Grades 1-8"; "Grades 4-8"; "Grades 6-8"; "Grades 7-9"

4. What does the science curriculum prescribe?

Refers to the national curriculum that covers science instruction at the eighth grade of formal schooling for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

*Check **one** circle for each line.*

	Yes	No
a) Goals and objectives-----	<input type="radio"/>	<input type="radio"/>
b) Instructional processes or methods-----	<input type="radio"/>	<input type="radio"/>
c) Materials (e.g., textbooks, or instructional materials)-----	<input type="radio"/>	<input type="radio"/>
d) Assessment methods/activities-----	<input type="radio"/>	<input type="radio"/>
e) Other-----	<input type="radio"/>	<input type="radio"/>
Please specify: _____		

Comments:

5. Is there a process for approving the textbooks used for science instruction?

*Check **one** circle only.*

Yes--- ☐

No--- ☐

If Yes...

Please describe the process:

--

6. Does the national curriculum contain statements/policies about the use of computers in grade 8 science?

Refers to the national curriculum that covers science instruction at the eighth grade of formal schooling for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

*Check **one** circle only.*

Yes--- ☐

No--- ☐

If Yes...

What are the statements/policies?

Comments:

7. How much emphasis does the national science curriculum place on the following?

Refers to the national curriculum that covers science instruction at the eighth grade of formal schooling for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

*Check **one** circle for each line.*

	None	Very Little	Some	A lot
a) Knowing basic science facts and principles-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Applying science in real-life contexts-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Providing explanations or justifications about what is being studied-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Designing and planning experiments or investigations-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Conducting experiments or investigations-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

8. According to the national science curriculum, what proportion of grade 8 students should have been taught each of the following topics or skills by the end of grade 8?

Be sure to include curriculum expectations for all grades up to and including grade 8. Grades represent years of formal schooling. For example, if “Year 9” in your country corresponds to the eighth year of formal schooling, please choose grade 8.

Across grades from preprimary through upper secondary education, at what grade(s) are the topics primarily intended to be taught?

If there are not any specifications to this detail, please indicate national expectations to the best of your ability. If part of a topic does not apply (e.g., heredity in part A topic (c)), please explain in the comment field.

Refers to the national curriculum that covers science instruction at the eighth grade of formal schooling for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

	(i) Proportion of grade 8 students expected to be taught topic			(ii) Grade(s) topic is expected to be taught						
	Check one circle for each line.			preprimary (PP) through the end of upper secondary (G12)						
	All or almost all students	Only the more able students	Not included in the curriculum through grade 8							
A. Biology										
a) Major organs and organ systems in humans and other organisms (structure/function, life processes that maintain stable bodily conditions)-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	PP	G1	G2	G3	G4	G5	G6
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				G7	G8	G9	G10	G11	G12	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

b) Cells and their functions, including respiration and photosynthesis as cellular processes-		<table border="1"> <tr> <td>PP</td><td>G1</td><td>G2</td><td>G3</td><td>G4</td><td>G5</td><td>G6</td></tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table>	PP	G1	G2	G3	G4	G5	G6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PP	G1	G2	G3	G4	G5	G6										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										
		<table border="1"> <tr> <td>G7</td><td>G8</td><td>G9</td><td>G10</td><td>G11</td><td>G12</td></tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table>	G7	G8	G9	G10	G11	G12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
G7	G8	G9	G10	G11	G12											
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>											
c) Reproduction (sexual and asexual) and heredity (passing on of traits, inherited versus acquired/learned characteristics) ---		<table border="1"> <tr> <td>PP</td><td>G1</td><td>G2</td><td>G3</td><td>G4</td><td>G5</td><td>G6</td></tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table>	PP	G1	G2	G3	G4	G5	G6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PP	G1	G2	G3	G4	G5	G6										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										
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G7	G8	G9	G10	G11	G12											
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>											
d) Role of variation and adaptation in survival/extinction of species in a changing environment-----		<table border="1"> <tr> <td>PP</td><td>G1</td><td>G2</td><td>G3</td><td>G4</td><td>G5</td><td>G6</td></tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table>	PP	G1	G2	G3	G4	G5	G6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PP	G1	G2	G3	G4	G5	G6										
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G7	G8	G9	G10	G11	G12											
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>											
e) Interdependence of populations of organisms in an ecosystem (e.g., energy flow, food webs, competition, predation) and the impact of changes in the physical environment on populations (e.g., climate, water supply) -----		<table border="1"> <tr> <td>PP</td><td>G1</td><td>G2</td><td>G3</td><td>G4</td><td>G5</td><td>G6</td></tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table>	PP	G1	G2	G3	G4	G5	G6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PP	G1	G2	G3	G4	G5	G6										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										
		<table border="1"> <tr> <td>G7</td><td>G8</td><td>G9</td><td>G10</td><td>G11</td><td>G12</td></tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table>	G7	G8	G9	G10	G11	G12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
G7	G8	G9	G10	G11	G12											
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>											

f) Reasons for increase in world's human population (e.g., advances in medicine, sanitation), and the effects of population growth on the environment-----		PP	G1	G2	G3	G4	G5	G6
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		G7	G8	G9	G10	G11	G12	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
g) Human health (causes of infectious diseases, methods of infection, prevention, immunity) and the importance of diet and exercise in maintaining health-----		PP	G1	G2	G3	G4	G5	G6
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		G7	G8	G9	G10	G11	G12	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	




Comments:

		(i) Proportion of grade 8 students expected to be taught topic			(ii) Grade(s) topic is expected to be taught																															
		<i>Check one circle for each line.</i>			preprimary (PP) through the end of upper secondary (G12)																															
		All or almost all students	Only the more able students	Not included in the curriculum through grade 8																																
B. Chemistry																																				
a) Classification, composition, and particulate structure of matter (elements, compounds, mixtures, molecules, atoms, protons, neutrons, electrons)-----	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<table border="1"> <tr> <td>PP</td><td>G1</td><td>G2</td><td>G3</td><td>G4</td><td>G5</td><td>G6</td> </tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td> </tr> <tr> <td>G7</td><td>G8</td><td>G9</td><td>G10</td><td>G11</td><td>G12</td><td></td> </tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td></td> </tr> </table>							PP	G1	G2	G3	G4	G5	G6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	G7	G8	G9	G10	G11	G12		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PP	G1	G2	G3	G4	G5	G6																														
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																															
b) Solutions (solvent, solute, concentration/dilution, effect of temperature on solubility) -----	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<table border="1"> <tr> <td>PP</td><td>G1</td><td>G2</td><td>G3</td><td>G4</td><td>G5</td><td>G6</td> </tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td> </tr> <tr> <td>G7</td><td>G8</td><td>G9</td><td>G10</td><td>G11</td><td>G12</td><td></td> </tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td></td> </tr> </table>							PP	G1	G2	G3	G4	G5	G6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	G7	G8	G9	G10	G11	G12		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PP	G1	G2	G3	G4	G5	G6																														
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G7	G8	G9	G10	G11	G12																															
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																															
c) Properties and uses of common acids and bases---	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<table border="1"> <tr> <td>PP</td><td>G1</td><td>G2</td><td>G3</td><td>G4</td><td>G5</td><td>G6</td> </tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td> </tr> <tr> <td>G7</td><td>G8</td><td>G9</td><td>G10</td><td>G11</td><td>G12</td><td></td> </tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td></td> </tr> </table>							PP	G1	G2	G3	G4	G5	G6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	G7	G8	G9	G10	G11	G12		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PP	G1	G2	G3	G4	G5	G6																														
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G7	G8	G9	G10	G11	G12																															
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																															

d) Chemical change (transformation of reactants, evidence of chemical change, conservation of matter, common oxidation reactions- combustion, rusting, tarnishing) -----							PP	G1	G2	G3	G4	G5	G6
							<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
							G7	G8	G9	G10	G11	G12	
							<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	


Comments:

	(i) Proportion of grade 8 students expected to be taught topic			(ii) Grade(s) topic is expected to be taught						
	All or almost all students	Only the more able students	Not included in the curriculum through grade 8	preprimary (PP) through upper secondary						
<i>Check one circle for each line.</i>										
C. Physics										
a) Physical states and changes in matter (explanations of properties in terms of movement and distance between particles; phase change, thermal expansion, and changes in volume and/or pressure)-----				PP	G1	G2	G3	G4	G5	G6
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				G7	G8	G9	G10	G11	G12	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) Energy forms, transformations, heat, and temperature-----				PP	G1	G2	G3	G4	G5	G6
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				G7	G8	G9	G10	G11	G12	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<p>c) Basic properties/ behaviors of light (reflection, refraction, light and color, simple ray diagrams) and sound (transmission through media, loudness, pitch, amplitude, frequency, relative speed of light and sound)</p>		<table border="1"> <thead> <tr> <th>PP</th> <th>G1</th> <th>G2</th> <th>G3</th> <th>G4</th> <th>G5</th> <th>G6</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td colspan="7"> </td> </tr> <tr> <th>G7</th> <th>G8</th> <th>G9</th> <th>G10</th> <th>G11</th> <th>G12</th> <td> </td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td> </td> </tr> </tbody> </table>	PP	G1	G2	G3	G4	G5	G6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								G7	G8	G9	G10	G11	G12		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PP	G1	G2	G3	G4	G5	G6																															
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G7	G8	G9	G10	G11	G12																																
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																																
<p>d) Electric circuits (flow of current; types of circuits - parallel/series; current/voltage relationship) and properties and uses of permanent magnets and electromagnets--</p>		<table border="1"> <thead> <tr> <th>PP</th> <th>G1</th> <th>G2</th> <th>G3</th> <th>G4</th> <th>G5</th> <th>G6</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td colspan="7"> </td> </tr> <tr> <th>G7</th> <th>G8</th> <th>G9</th> <th>G10</th> <th>G11</th> <th>G12</th> <td> </td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td> </td> </tr> </tbody> </table>	PP	G1	G2	G3	G4	G5	G6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								G7	G8	G9	G10	G11	G12		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PP	G1	G2	G3	G4	G5	G6																															
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G7	G8	G9	G10	G11	G12																																
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<p>e) Forces and motion (types of forces, basic description of motion, effects of density and pressure) -----</p>		<table border="1"> <thead> <tr> <th>PP</th> <th>G1</th> <th>G2</th> <th>G3</th> <th>G4</th> <th>G5</th> <th>G6</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td colspan="7"> </td> </tr> <tr> <th>G7</th> <th>G8</th> <th>G9</th> <th>G10</th> <th>G11</th> <th>G12</th> <td> </td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td> </td> </tr> </tbody> </table>	PP	G1	G2	G3	G4	G5	G6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								G7	G8	G9	G10	G11	G12		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PP	G1	G2	G3	G4	G5	G6																															
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G7	G8	G9	G10	G11	G12																																
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																																

Comments:

	Proportion of grade 8 students expected to be taught topic			Grade(s) topic is expected to be taught						
	All or almost all students	Only the more able students	Not included in the curriculum through grade 8	preprimary (PP) through the end of upper secondary (G12)						
	<i>Check one circle for each line.</i>									
D. Earth Science										
a) Earth's structure and physical features (Earth's crust, mantle and core; composition and relative distribution of water, and composition of air)-----	<input type="radio"/> ————— <input type="radio"/> ————— <input type="radio"/>			PP	G1	G2	G3	G4	G5	G6
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				G7	G8	G9	G10	G11	G12	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) Earth's processes, cycles and history (rock cycle; water cycle; weather patterns; major geological events; formation of fossils and fossil fuels) -----	<input type="radio"/> ————— <input type="radio"/> ————— <input type="radio"/>			PP	G1	G2	G3	G4	G5	G6
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				G7	G8	G9	G10	G11	G12	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) Earth's resources, their use and conservation (e.g., renewable/nonrenewable resources, human use of land/soil, water resources) -----	<input type="radio"/> ————— <input type="radio"/> ————— <input type="radio"/>			PP	G1	G2	G3	G4	G5	G6
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				G7	G8	G9	G10	G11	G12	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

d) Earth in the solar system and the universe (phenomena on Earth - day/night, tides, phases of moon, eclipses, seasons; physical features of Earth compared to other bodies; the Sun as a star) -----							PP	G1	G2	G3	G4	G5	G6	
							<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
							G7	G8	G9	G10	G11	G12		
								<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments:

9. In what form is the science curriculum made available?

Refers to the national curriculum that covers science instruction at the eighth grade of formal schooling for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

Check **one** circle for each line.

	Yes	No
a) Official publication containing the curriculum-----	<input type="radio"/>	<input type="radio"/>
b) Ministry notes and directives-----	<input type="radio"/>	<input type="radio"/>
c) Mandated or recommended textbooks-----	<input type="radio"/>	<input type="radio"/>
d) Instructional or pedagogical guide-----	<input type="radio"/>	<input type="radio"/>
e) Specifically developed or recommended instructional activities----	<input type="radio"/>	<input type="radio"/>
f) Other-----	<input type="radio"/>	<input type="radio"/>

Please specify:

Comments:

10. Does the curriculum prescribe the percentage of **total** instructional time to be devoted to **science** instruction at the eighth grade of formal schooling?

Refers to the national curriculum that covers science instruction at the eighth grade of formal schooling for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

Check **one** circle only.

Yes--- ☐

No--- ☐

If Yes...

Please specify the percentage:

Comments:

11. How is the science curriculum implementation evaluated?

Refers to the national curriculum that covers science instruction at the eighth grade of formal schooling for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

*Check **one** circle for each line.*

	Yes	No
a) Visits by inspectors-----	<input type="radio"/>	<input type="radio"/>
b) Research programs-----	<input type="radio"/>	<input type="radio"/>
c) School self-evaluation-----	<input type="radio"/>	<input type="radio"/>
d) National or regional assessments-----	<input type="radio"/>	<input type="radio"/>
e) Other-----	<input type="radio"/>	<input type="radio"/>
Please specify: _____		

Comments:

12. For teachers of students in the **eighth grade**, does your country experience any difficulties recruiting or retaining teachers of science(s)?

*Check **one** circle only.*

Yes--- ☐

No--- ☐

If Yes...

Comments:

Appendix G. TIMSS and PIRLS 2011 Questionnaire Adaptations

Contents

<u>Exhibit</u>		<u>Page</u>
G-1	TIMSS 2011 fourth-grade student questionnaire	G-2
G-2	PIRLS 2011 student questionnaire	G-4
G-3	TIMSS 2011 fourth-grade teacher questionnaire.....	G-6
G-4	PIRLS 2011 teacher questionnaire	G-9
G-5	TIMSS and PIRLS 2011 school questionnaire.....	G-12
G-6	TIMSS 2011 eighth-grade student questionnaire	G-16
G-7	TIMSS 2011 eighth-grade teacher questionnaire – mathematics.....	G-20
G-8	TIMSS 2011 eighth-grade teacher questionnaire – science	G-23
G-9	TIMSS 2011 eighth-grade school questionnaire.....	G-26

Exhibit G-1. TIMSS 2011 fourth-grade student questionnaire

Questions that Require National Adaptations				
2011 International Version		2011 U.S. Adapted Version		
International Item Number	Item	National Item Number	Item	Recoding instructions
SQG-03	How often do you speak <language of test> at home? 1. I always or almost always speak <language of test> at home 2. I sometimes speak <language of test> and sometimes speak another language at home 3. I never speak <language of test> at home	SQG-03A	How often do you speak English at home? 1. Always 2. Almost always 3. Sometimes 4. Never If Always, please go to question 4 If Almost always, Sometimes, or Never, please go to question 3B	US to Int'l 1=1 2=1 3=2 4=3
SQG-05	Do you have any of these things at your home? 1. Yes 2. No	SQG-06	Do you have any of these things at your home? 1. Yes 2. No	
SQG-05f SQG-05g SQG-05h SQG-05i SQG-05j SQG-05k	<country-specific indicator of wealth> <country-specific indicator of wealth> <country-specific indicator of wealth> <country-specific indicator of wealth> <country-specific indicator of wealth>	SQG-06f SQG-06g SQG-06h SQG-06i SQG-06j SQG-06k	Encyclopedia (a book or CD) Play Station®, Game Cube®, Xbox®, or other TV/video game system, VCR, DVD, or Blu-ray player Not Administered Not Administered Not Administered Not Administered	
		Additional U.S. Specific Questions		
		SQG-01B	Are you Hispanic or Latino? 1. Yes, I am Hispanic or Latino 2. No, I am not Hispanic or Latino	
		SQG-01C	Which of the following best describes you? Fill in one or more ovals. 1. White 2. Black or African American 3. Asian 4. American Indian or Alaska Native 5. Native Hawaiian or other Pacific Islander	
		SQG-03B	What language do you speak at home (other than English)? Fill in one oval only. 1. Spanish 2. Other Please specify_____	

Exhibit G-1. TIMSS 2011 fourth-grade student questionnaire—continued

Questions that Require National Adaptations				
International Item Number	Item	Additional U.S. Specific Questions		
		National Item Number	Item	Recoding instructions
		SQG-04A	<p>Was your mother (or stepmother or female legal guardian) born in the United States? (“United States” includes the 50 states, its territories, the District of Columbia, and U.S. military bases abroad)</p> <p>1. Yes 2. No</p>	
		SQG-04B	<p>Was your father (or stepfather or male legal guardian) born in the United States?</p> <p>1. Yes 2. No</p>	
		SQG-04C	<p>Were you born in the United States?</p> <p>1. Yes 2. No</p>	
		SQG-09	<p>The following questions ask about activities you do outside of school.</p> <p>1. Yes 2. No</p> <p>a. Do you play on a sports team outside of school?</p> <p>b. Do you often play a musical instrument outside of school?</p> <p>c. Are you studying something in a class outside of school?</p> <p>d. Do you belong to a club outside of school (like Girl Scouts, 4-H, or Boys and Girls Club)?</p>	
		SQG-10	<p>How many days were you absent from school in the last month? Fill in one oval only.</p> <p>1. None 2. 1 or 2 days 3. 3 or 4 days 4. 5 to 10 days 5. More than 10 days</p>	

NOTE: Bolded parts of questionnaire text are not indicated in this NAF form: bolded text in items conformed to the format of the TIMSS international questionnaires. Refer to final questionnaires in appendix F to see where text was bolded.

Exhibit G-2. PIRLS 2011 student questionnaire

Questions that Require National Adaptations				
2011 International Version		2011 U.S. Adapted Version		
International Item Number	Item	National Item Number	Item	Recoding instructions
SQG-03	How often do you speak <language of test> at home? 1. I always or almost always speak <language of test> at home 2. I sometimes speak <language of test> and sometimes speak another language at home 3. I never speak <language of test> at home	SQG-03A	How often do you speak English at home? 1. Always 2. Almost always 3. Sometimes 4. Never If Always, please go to question 4 If Almost always, Sometimes, or Never, please go to question 3B	US to Int'l 1=1 2=1 3=2 4=3
SQG-05 SQG-05f SQG-05g SQG-05h SQG-05i SQG-05j SQG-05k	Do you have any of these things at your home? 1. Yes 2. No <country-specific indicator of wealth> <country-specific indicator of wealth> <country-specific indicator of wealth> <country-specific indicator of wealth> <country-specific indicator of wealth>	SQG-06 SQG-06f SQG-06g SQG-06h SQG-06i SQG-06j SQG-06k	Do you have any of these things at your home? 1. Yes 2. No Encyclopedia (a book or CD) Play Station®, Game Cube®, Xbox®, or other TV/video game system, VCR, DVD, or Blu-ray player Not Administered Not Administered Not Administered Not Administered	
		Additional U.S. Specific Questions		
		SQG-01B	Are you Hispanic or Latino? 1. Yes, I am Hispanic or Latino 2. No, I am not Hispanic or Latino	
		SQG-01C	Which of the following best describes you? Fill in one or more ovals. 1. White 2. Black or African American 3. Asian 4. American Indian or Alaska Native 5. Native Hawaiian or other Pacific Islander	
		SQG-03B	What language do you speak at home (other than English)? Fill in one oval only. 1. Spanish 2. Other Please specify	

Exhibit G-2. PIRLS 2011 student questionnaire—continued

Questions that Require National Adaptations				
		Additional U.S. Specific Questions		
International Item Number	Item	National Item Number	Item	Recoding instructions
		SQG-04A	Was your mother (or stepmother or female legal guardian) born in the United States? (“United States” includes the 50 states, its territories, the District of Columbia, and U.S. military bases abroad) 1. Yes 2. No	
		SQG-04B	Was your father (or stepfather or male legal guardian) born in the United States? 1. Yes 2. No	
		SQG-04C	Were you born in the United States? 1. Yes 2. No	
		SQG-09	The following questions ask about activities you do outside of school. 1. Yes 2. No a. Do you play on a sports team outside of school? b. Do you often play a musical instrument outside of school? c. Are you studying something in a class outside of school? d. Do you belong to a club outside of school (like Girl Scouts, 4-H, or Boys and Girls Club)?	
		SQG-10	How many days were you absent from school in the last month? Fill in one oval only. 1. None 2. 1 or 2 days 3. 3 or 4 days 4. 5 to 10 days 5. More than 10 days	

NOTE: Bolded parts of questionnaire text are not indicated in this NAF form: bolded text in items conformed to the format of the TIMSS international questionnaires. Refer to final questionnaires in appendix F to see where text was bolded.

Exhibit G-3. TIMSS 2011 fourth-grade teacher questionnaire

Questions that Require National Adaptations				
2011 International Version		2011 U.S. Adapted Version		
International Item Number	Item	National Item Number	Item	Recoding instructions
TQG-04	<p>What is the <u>highest</u> level of formal education you have completed?</p> <p>1. Did not complete <ISCED Level 3></p> <p>2. Finished <ISCED Level 3></p> <p>3. Finished <ISCED Level 4></p> <p>4. Finished <ISCED Level 5B></p> <p>5. Finished <ISCED Level 5A, first degree></p> <p>6. Finished <ISCED Level 5A, second degree> or higher</p>	TQG-04	<p>What is the <u>highest</u> level of formal education you have completed?</p> <p>1. Did not complete high school</p> <p>2. Completed high school</p> <p>3. Completed a vocational/technical certificate after high school</p> <p>4. Completed an Associate's degree (AA) in vocational/technical program</p> <p>5. Completed an academic Associate's degree or Bachelor's degree</p> <p>6. Completed an academic Master's degree, postgraduate certificate program (e.g., teaching) or first professional degree (e.g., law, medicine, dentistry)</p> <p>7. Completed a doctorate (Ph.D. or Ed.D)</p>	<p>US to Int'l</p> <p>1 = 1</p> <p>2 = 2</p> <p>3 = 3</p> <p>4 = 4</p> <p>5 = 5</p> <p>6 = 6</p> <p>7 = 6</p>
TQG-05	<p>During your <post-secondary> education, what was your <u>major or main</u> area(s) of study?</p> <p>1. Yes</p> <p>2. No</p>	TQG-05A	<p>During your college or university education, what was your <u>major or main</u> area(s) of study?</p> <p>1. Yes</p> <p>2. No</p>	
TQG-05Ae	<language of test>	TQG-05Ae	English	
TQG-12B	<p>How many students in #G12A are in <fourth grade>?</p> <p>_____ <fourth-grade> students</p>	TQG-12B	<p>How many students in #12A are in fourth grade?</p> <p>_____ fourth-grade students</p>	
TQG - 13	<p>How many <fourth-grade> students experience difficulties understanding spoken <language of test>?</p> <p>_____ students in this class</p>	TQG - 13	<p>How many fourth-grade students experience difficulties understanding spoken English?</p> <p>_____ students in this class</p>	
TQG-14	<p>Which of the following subjects do you teach to this class?</p> <p>1. Yes</p> <p>2. No</p>	TQG-14	<p>Which of the following subjects do you teach to this class?</p> <p>1. Yes</p> <p>2. No</p>	
TQG-14a	I teach the class <language of test>/reading	TQG-14a	I teach the class English/reading	

Exhibit G-3. TIMSS 2011 fourth-grade teacher questionnaire—continued

Questions that Require National Adaptations				
2011 International Version		2011 U.S. Adapted Version		
International Item Number	Item	National Item Number	Item	Recoding instructions
TQM-07	<p>The following list includes the main topics addressed by the TIMSS mathematics test. Choose the response that best describes when the students in this class have been taught each topic. If a topic was in the curriculum before the <fourth grade>, please choose ""Mostly taught before this year"". 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.</p> <p>1. Mostly taught before this year 2. Mostly taught this year 3. Not yet taught or just introduced</p>	TQM-24	<p>The following list includes the main topics addressed by the TIMSS mathematics test. Choose the response that best describes when the students in this class have been taught each topic. If a topic was in the curriculum before the <u>fourth grade</u>, please choose "Mostly taught before this year". 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.</p> <p>1. Mostly taught before this year 2. Mostly taught this year 3. Not yet taught or just introduced</p>	
TQM-10	<p>How much emphasis do you place on the following sources to monitor students' progress in mathematics?</p> <p>1. Major emphasis 2. Some emphasis 3. Little or no emphasis</p>	TQM-27	<p>How much emphasis do you place on the following sources to monitor students' progress in mathematics?</p> <p>1. Major emphasis 2. Some emphasis 3. Little or no emphasis</p>	
TQM-10c	National or regional achievement tests	TQM-27c	State or district achievement tests	
TQM-12	<p>How well prepared do you feel you are to teach the following mathematics topics?</p> <p>If a topic is not in the <fourth-grade> curriculum or you are not responsible for teaching this topic, please choose "Not applicable.</p> <p>1. Not applicable 2. Very well prepared 3. Somewhat prepared 4. Not well prepared</p>	TQM-29	<p>How well prepared do you feel you are to teach the following mathematics topics?</p> <p>If a topic is not in the <u>fourth- grade</u> curriculum or you are not responsible for teaching this topic, please choose "Not applicable."</p> <p>1. Not applicable 2. Very well prepared 3. Somewhat prepared 4. Not well prepared</p>	

Exhibit G-3. TIMSS 2011 fourth-grade teacher questionnaire—continued

Questions that Require National Adaptations				
2011 International Version		2011 U.S. Adapted Version		
International Item Number	Item	National Item Number	Item	Recoding instructions
TQS-06	<p>The following list includes the main topics addressed by the TIMSS science test. Choose the response that best describes when the students in this class have been taught each topic. If a topic was in the curriculum before the <fourth grade>, please choose ""Mostly taught before this year"". 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.</p> <p>1. Mostly taught before this year 2. Mostly taught this year 3. Not yet taught or just introduced</p>	TQS-35	<p>The following list includes the main topics addressed by the TIMSS science test. Choose the response that best describes when the students in this class have been taught each topic. If a topic was in the curriculum before the fourth grade, please choose ""Mostly taught before this year"". 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.</p> <p>1. Mostly taught before this year 2. Mostly taught this year 3. Not yet taught or just introduced</p>	
TQS-09 TQS-09c	<p>How much emphasis do you place on the following sources to monitor students' progress in science?</p> <p>1. Major emphasis 2. Some emphasis 3. Little or no emphasis</p> <p>National or regional achievement tests</p>	TQS-38 TQS-38c	<p>How much emphasis do you place on the following sources to monitor students' progress in science?</p> <p>1. Major emphasis 2. Some emphasis 3. Little or no emphasis</p> <p>State or district achievement tests.</p>	
TQS-11	<p>How well prepared do you feel you are to teach the following science topics? If a topic is not in the <u><fourth-grade></u> curriculum or you are not responsible for teaching this topic, please choose "Not applicable."</p> <p>1. Not applicable 2. Very well prepared 3. Somewhat prepared 4. Not well prepared</p>	TQS-40	<p>How well prepared do you feel you are to teach the following science topics? If a topic is not in the <u>fourth- grade</u> curriculum or you are not responsible for teaching this topic, please choose "Not applicable."</p> <p>1. Not applicable 2. Very well prepared 3. Somewhat prepared 4. Not well prepared</p>	

NOTE: Bolded parts of questionnaire text are not indicated in this NAF form: bolded text in items conformed to the format of the TIMSS international questionnaires. Refer to final questionnaires in appendix F to see where text was bolded.

Exhibit G-4. PIRLS 2011 teacher questionnaire

Questions that Require National Adaptations				
2011 International Version		2011 U.S. Adapted Version		
International Item Number	Item	National Item Number	Item	Recoding instructions
TQG-04	<p>What is the <u>highest</u> level of formal education you have completed?</p> <p>1. Did not complete <ISCED Level 3></p> <p>2. Finished <ISCED Level 3></p> <p>3. Finished <ISCED Level 4></p> <p>4. Finished <ISCED Level 5B></p> <p>5. Finished <ISCED Level 5A, first degree></p> <p>6. Finished <ISCED Level 5A, second degree> or higher</p>	TQG-04	<p>What is the highest level of formal education you have completed?</p> <p>1. Did not complete high school</p> <p>2. Completed high school</p> <p>3. Completed a vocational/technical certificate after high school</p> <p>4. Completed an Associate's degree (AA) in vocational/technical program</p> <p>5. Completed an academic Associate's degree or Bachelor's degree</p> <p>6. Completed an academic Master's degree, postgraduate certificate program (e.g., teaching) or first professional degree (e.g., law, medicine, dentistry)</p> <p>7. Completed a doctorate (Ph.D. or Ed.D)</p>	<p>US to Int'l</p> <p>1 = 1</p> <p>2 = 2</p> <p>3 = 3</p> <p>4 = 4</p> <p>5 = 5</p> <p>6 = 6</p> <p>7 = 6</p>
TQG-05A	<p>During your <post-secondary> education, what was your <u>major or main</u> area(s) of study?</p> <p>1. Yes</p> <p>2. No</p>	TQG-05A	<p>During your college or university education, what was <u>your major or main</u> area(s) of study?</p> <p>1. Yes</p> <p>2. No</p>	
TQG-05Ae	<language of test>	TQG-05Ae	English	
TQG-5B	<p>If your major or main area of study was education, did you have a <specialization> in any of the following?</p> <p>1. Yes</p> <p>2. No</p>	TQG-5B	<p>If your major or main area of study was education, did you have a specialization in any of the following?</p> <p>1. Yes</p> <p>2. No</p>	
TQG-12B	<p>How many students in #G12A are in <fourth grade>?</p> <p>_____ <fourth-grade> students</p>	TQG-12B	<p>How many students in #12A are in fourth grade?</p> <p>_____ fourth-grade students</p>	

Exhibit G-4. PIRLS 2011 teacher questionnaire—continued

Questions that Require National Adaptations				
2011 International Version		2011 U.S. Adapted Version		
International Item Number	Item	National Item Number	Item	Recoding instructions
TQG-13	How many <fourth-grade> students experience difficulties understanding spoken <language of test>? _____students in this class	TQG-13	How many fourth-grade students experience difficulties understanding spoken English? _____students in this class	
TQG-14	Which of the following subjects do you teach to this class? 1. Yes 2. No	TQG-14	Which of the following subjects do you teach to this class? 1. Yes 2. No	
TQG-14a	I teach the class <language of test>/reading	TQG-14a	I teach the class English/reading	
TQR-01A	In a typical week, how much time do you spend on <language of test> language instruction and/ or activities with the students? _____hours and_____minutes per week	TQR-18A	In a typical week, how much time do you spend on English language instruction and/ or activities with the students? _____hours and_____minutes per week	
TQR-01B	What proportion of the time spent on <language of test> language instruction and/or activities is spent on the following skills?	TQR-18B	What proportion of the time spent on English language instruction and/or activities is spent on the following skills?	
TQR-04A	How many students <u>need</u> <remedial> instruction in <u>reading</u> ? _____<fourth-grade> students in this class	TQR-21A	How many fourth-grade students in this class <u>need</u> remedial instruction in <u>reading</u> ? _____fourth-grade students in this class	
TQR-04B	How many of the students in #R4A <u>receive</u> <remedial> instruction in <u>reading</u> ? _____students	TQR-21B	How many of the students in #21A <u>receive</u> remedial instruction in <u>reading</u> ? _____students	
TQR-11A	Do the <fourth-grade> students in the <PIRLS/TIMSS> class have computer(s) available to use during their reading lessons? 1. Yes 2. No	TQR-28A	Do the fourth-grade students in the PIRLS class have computer(s) available to use during their reading lessons? 1. Yes 2. No	

Exhibit G-4. PIRLS 2011 teacher questionnaire—continued

Questions that Require National Adaptations				
2011 International Version		2011 U.S. Adapted Version		
International Item Number	Item	National Item Number	Item	Recoding instructions
TQR-19	<p>How much emphasis do you place on the following sources to monitor students' progress in reading?</p> <p>1. Major emphasis 2. Some emphasis 3. Little or no emphasis</p> <p>National or regional achievement tests</p>	TQR-36	<p>How much emphasis do you place on the following sources to monitor students' progress in reading?</p> <p>1. Major emphasis 2. Some emphasis 3. Little or no emphasis</p> <p>State or district achievement tests</p>	
TQR-19c		TQR-36c		
TQR-20	<p>As part of your formal education and/ or training, to what extent did you study the following areas?</p> <p>1. Not at all 2. Overview or introduction to topic 3. It was an area of emphasis</p>	TQR-37	<p>As part of your formal education and/ or training, to what extent did you study the following areas?</p> <p>1. Not at all 2. Overview or introduction to topic 3. It was an area of emphasis</p>	
TQR-20a	<language of test>	TQR-37a	English	
TQR-21	<p>In the past two years, how many hours in total have you spent in <in-service/professional development> workshops or seminars that dealt directly with reading or teaching reading (e.g., reading theory, instructional methods)?</p> <p>1. None 2. Less than 6 hours 3. 6-15 hours 4. 16-35 hours 5. More than 35 hours</p>	TQR-38	<p>In the past two years, how many hours in total have you spent in in-service/professional development workshops or seminars that dealt directly with reading or teaching reading (e.g., reading theory, instructional methods)?</p> <p>1. None 2. Less than 6 hours 3. 6-15 hours 4. 16-35 hours 5. More than 35 hours</p>	

NOTE: Bolded parts of questionnaire text are not indicated in this NAF form: bolded text in items conformed to the format of the TIMSS international questionnaires. Refer to final questionnaires in appendix F to see where text was bolded.

Exhibit G-5. TIMSS and PIRLS 2011 school questionnaire

Questions that Require National Adaptations				
2011 International Version		2011 U.S. Adapted Version		
International Item Number	Item	National Item Number	Item	Recoding instructions
ScQ-01	What is the total enrollment of students in your school as of <first day of month PIRLS/TIMSS testing begins, 2010/2011>? _____students	ScQ-01	What is the total enrollment of students in your school as of April 1, 2011? _____students	
ScQ-02	What is the total enrollment of <fourth-grade> students in your school as of <first day of month PIRLS/TIMSS testing begins, 2010/2011>? _____students	ScQ-02	What is the total enrollment of <u>fourth-grade</u> students in your school as of April 1, 2011? _____students	
ScQ-04	Approximately what percentage of students in your school have <language of test> as their native language? 1. More than 90% 2. 76 to 90% 3. 51 to 75% 4. 26 to 50% 5. 25% or less	ScQ-07A	Approximately what percentage of students in your school have English as their native language? 1. More than 90% 2. 76 to 90% 3. 51 to 75% 4. 26 to 50% 5. 25% or less	
ScQ-06	For the <fourth-grade> students in your school:	ScQ-08	For the fourth-grade students in your school:	
ScQ-07	What is the total number of computers that can be used for instructional purposes by <fourth-grade> students? _____computers	ScQ-09	What is the total number of computers that can be used for instructional purposes by fourth-grade students? _____computers	
ScQ-08	Does your school have a science laboratory that can be used by <fourth-grade> students? 1. Yes 2. No	ScQ-10	Does your school have a science laboratory that can be used by fourth-grade students? 1. Yes 2. No	

Exhibit G-5. TIMSS and PIRLS 2011 school questionnaire—continued

Questions that Require National Adaptations				
2011 International Version		2011 U.S. Adapted Version		
International Item Number	Item	National Item Number	Item	Recoding instructions
ScQ-11C ScQ-11Ca	<p>How often does your school do the following for parents in general?</p> <p>1. Never 2. Once a year 3. 2-3 times a year 4. More than 3 times a year</p> <p>Inform parents about the overall academic achievement of the school (e.g., results of national tests, results of inspections of learning)</p>	ScQ-13C SCQ-13Ca	<p>How often does your school do the following for parents in general?</p> <p>1. Never 2. Once a year 3. 2-3 times a year 4. More than 3 times a year</p> <p>Inform parents about the overall academic achievement of the school (e.g., results of state and/or district tests, results of inspections of learning)</p>	
ScQ-13A	<p>To what degree is each of the following a problem among <fourth-grade> students in your school?</p> <p>1. Not a problem 2. Minor problem 3. Moderate problem 4. Serious problem</p>	ScQ-15A	<p>To what degree is each of the following a problem among ourth-grade students in your school?</p> <p>1. Not a problem 2. Minor problem 3. Moderate problem 4. Serious problem</p>	
ScQ-14	<p>In your school, are any of the following used to evaluate the practice of <fourth-grade> teachers?</p> <p>1. Yes 2. No</p>	ScQ-16	<p>In your school, are any of the following used to evaluate the practice of fourth-grade teachers?</p> <p>1. Yes 2. No</p>	
ScQ-17	<p>At which grade do the following reading skills and strategies <u>first</u> receive a <u>major emphasis</u> in instruction in your school?</p> <p>1. <First grade> or earlier 2. <Second grade> 3. <Third grade> 4. <Fourth grade> 5. Not in these grades</p>	ScQ-19	<p>At which grade do the following reading skills and strategies <u>first</u> receive a <u>major emphasis</u> in instruction in your school?</p> <p>1. First grade or earlier 2. Second grade 3. Third grade 4. Fourth grade 5. Not in these grades</p>	

Exhibit G-5. TIMSS and PIRLS 2011 school questionnaire—continued

Questions that Require National Adaptations				
2011 International Version		2011 U.S. Adapted Version		
International Item Number	Item	National Item Number	Item	Recoding instructions
ScQ-18	<p>Compared with other areas of the curriculum (e.g., mathematics and science), how much emphasis does your school place on teaching the following language and literacy skills to students in <grades 1 to 4>?</p> <p>1. More emphasis 2. Same emphasis 3. Less emphasis</p>	ScQ-20	<p>Compared with other areas of the curriculum (e.g., mathematics and science), how much emphasis does your school place on teaching the following language and literacy skills to students in grades 1 to 4?</p> <p>1. More emphasis 2. Same emphasis 3. Less emphasis</p>	
ScQ-19	<p>For students in <fourth-grade> and below, does your school make provisions for reading instruction in mother tongue for students whose mother tongue is <u>not</u> <language of test>?</p> <p>1. Yes 2. No</p>	ScQ-21	<p>For students in fourth-grade and below, does your school make provisions for reading instruction in mother tongue for students whose mother tongue is <u>not</u> English?</p> <p>1. Yes 2. No</p>	
		Additional U.S. Specific Questions		
		ScQ-07B	<p>Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient (LEP)/English language learners (ELL)?</p> <p>1. 0% 2. 1-5% 3. 6-10% 4. 11-25% 5. 26-50% 6. 51-75% 7. 76-90% 8. Over 90%</p>	

Exhibit G-5. TIMSS and PIRLS 2011 school questionnaire—continued

Questions that Require National Adaptations				
2011 International Version		2011 U.S. Adapted Version		
International Item Number	Item	National Item Number	Item	Recoding instructions
		ScQ-04	<p>Around the first of October 2010 what percentage of students at this school were eligible to receive free or reduced-price lunches through the National School Lunch Program?</p> <p>_____percentage of students</p>	
		ScQ-06	<p>What type of school is this?</p> <p>1. Regular public school</p> <p>2. A regular public school with a magnet program</p> <p>3. A magnet school or school with a special program emphasis (e.g., Montessori, science/math school, performing arts school, talented/gifted school, foreign language immersion school, etc.)</p> <p>4. Special education: a school that primarily serves students with disabilities</p> <p>5. Alternative: a school designed to address the needs of students, typically at risk of educational failure, which cannot be met in regular schools</p> <p>6. Vocational</p> <p>7. Charter school</p> <p>8. Private (independent)</p> <p>9. Private (religiously affiliated)</p> <p>10. Other</p>	

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Exhibit G-6. TIMSS 2011 eighth-grade student questionnaire

Questions that Require National Adaptations				
2011 International Version		2011 U.S. Adapted Version		
International Item Number	Item	National Item Number	Item	Recoding instructions
SQIS-03	How often do you speak <language of test> at home? 1. Always 2. Almost Always 3. Sometimes 4. Never	SQIS-03A	How often do you speak English at home? 1. Always 2. Almost always 3. Sometimes 4. Never	
SQIS-05 SQIS-05f SQIS-05g SQIS-05h SQIS-05i SQIS-05j SQIS-05k	Do you have any of these things at your home? 1. Yes 2. No <country-specific indicator of wealth> <country-specific indicator of wealth> <country-specific indicator of wealth> <country-specific indicator of wealth> <country-specific indicator of wealth> <country-specific indicator of wealth>	SQIS-09 SQIS-09f SQIS-09g SQIS-09h SQIS-09i SQIS-09j SQIS-09k	Do you have any of these things at your home? 1. Yes 2. No Encyclopedia (a book or CD) Play Station®, Game Cube®, Xbox®, or other TV/Video Game system, VCR, DVD, or Blu-ray player Not Administered Not Administered Not Administered Not Administered	
SQIS-06A	What is the highest level of education completed by your mother <or stepmother or female guardian>? 1. Some <ISCED Level 1 or 2 > or did not go to school 2. <ISCED Level 2> 3. <ISCED Level 3> 4. <ISCED Level 4> 5. <ISCED Level 5B> 6. <ISCED Level 5A, first degree> 7. Beyond <ISCED Level 5A, first degree> 8. I don't know	SQIS-10A	What is the highest level of education completed by your mother (or stepmother or female legal guardian)? 1. Some elementary or junior high/ middle school 2. Completed junior high/middle school 3. Some high school 4. Completed high school 5. Completed a vocational/technical certificate after high school 6. Completed an Associate's degree (AA) in vocational/technical program 7. Completed a 2-year or 4-year college or university degree (i.e., Associate's or Bachelor's degree) 8. Completed an academic Master's degree, teaching certificate program, or first professional degree (e.g., law, medicine, dentistry) or higher 9. I don't know	US to Int'l: 1 = 1 2 = 2 3 = 2 4 = 3 5 = 4 6 = 5 7 = 6 8 = 7 9 = 8

Exhibit G-6. TIMSS 2011 eighth-grade student questionnaire—continued

Questions that Require National Adaptations				
2011 International Version		2011 U.S. Adapted Version		
International Item Number	Item	National Item Number	Item	Recoding instructions
SQIS-06B	<p>What is the highest level of education completed by your father <or stepfather or male guardian>?</p> <p>1. Some <ISCED Level 1 or 2 > or did not go to school</p> <p>2. <ISCED Level 2></p> <p>3. <ISCED Level 3></p> <p>4. <ISCED Level 4></p> <p>5. <ISCED Level 5B></p> <p>6. <ISCED Level 5A, first degree></p> <p>7. Beyond <ISCED Level 5A, first degree></p> <p>8. I don't know</p>	SQIS-10B	<p>What is the highest level of education completed by your father (or stepfather or male legal guardian)?</p> <p>1. Some elementary or junior high/ middle school</p> <p>2. Completed junior high/middle school</p> <p>3. Some high school</p> <p>4. Completed high school</p> <p>5. Completed a vocational/technical certificate after high school</p> <p>6. Completed an Associate's degree (AA) in vocational/technical program</p> <p>7. Completed a 2-year or 4-year college or university degree (i.e., Associates's or Bachelor's degree)</p> <p>8. Completed an academic Master's degree, teaching certificate program, or first professional degree (e.g., law, medicine, dentistry) or higher</p> <p>9. I don't know</p>	<p>US to Int'l:</p> <p>1 = 1</p> <p>2 = 2</p> <p>3 = 2</p> <p>4 = 3</p> <p>5 = 4</p> <p>6 = 5</p> <p>7 = 6</p> <p>8 = 7</p> <p>9 = 8</p>
SQIS-07	<p>How far in your education do you expect to go?</p> <p>1. Finish <ISCED Level 2></p> <p>2. Finish <ISCED Level 3></p> <p>3. Finish <ISCED Level 4></p> <p>4. Finish <ISCED Level 5B></p> <p>5. Finish <ISCED Level 5A, first degree></p> <p>6. Beyond <ISCED Level 5A, first degree></p> <p>7. I don't know</p>	SQIS-11	<p>How far in your education do you expect to go?</p> <p>1. Finish junior high/middle school</p> <p>2. Finish high school</p> <p>3. Finish a vocational/technical certificate after high school</p> <p>4. Finish an Associate's degree (AA) in a vocational/technical program</p> <p>5. Complete a 2-year or 4-year college or university degree (i.e., Associate's or Bachelor's degree)</p> <p>6. Beyond a bachelor's degree</p> <p>7. I don't know</p>	<p>US to Int'l:</p> <p>1 = 1</p> <p>2 = 2</p> <p>3 = 3</p> <p>4 = 4</p> <p>5 = 5</p> <p>6 = 6</p> <p>7 = 7</p>

Exhibit G-6. TIMSS 2011 eighth-grade student questionnaire—continued

Questions that Require National Adaptations				
2011 International Version		2011 U.S. Adapted Version		
International Item Number	Item	National Item Number	Item	Recoding instructions
SQIS-08A	<p>Was your mother <or stepmother or female guardian> born in <country>?</p> <p>1. Yes 2. No</p>	SQIS-04A	<p>Was your mother (or stepmother or female legal guardian) born in the United States? (“United States” includes the 50 states, its territories, the District of Columbia, and U.S. military bases abroad.)</p> <p>1. Yes 2. No</p>	
SQIS-08B	<p>Was your father <or stepfather or male guardian> born in <country>?</p> <p>1. Yes 2. No</p>	SQIS-04B	<p>Was your father (or stepfather or male legal guardian) born in the United States?</p> <p>1. Yes 2. No</p>	
SQIS-09A	<p>Were you born in <country>?</p> <p>1. Yes 2. No</p>	SQIS-05A	<p>Were you born in the United States?</p> <p>1. Yes 2. No</p>	
SQIS-09B	<p>If you were not born in <country>, how old were you when you came to <country>?</p> <p>1. Older than 10 years old 2. 5 to 10 years old 3. Younger than 5 years old</p>	SQIS-05B	<p>If you were not born in the United States, how old were you when you came to the United States?</p> <p>1. Older than 10 years old 2. 5 to 10 years old 3. Younger than 5 years old</p>	
SQIS-16g	<p>My teacher thinks I can do well in mathematics <programs/classes/lessons> with difficult materials</p>	SQIS-18g	<p>My teacher thinks I can do well in mathematics classes with difficult materials</p>	
SQIS-16I	<p>I need to do well in mathematics to get into the <university> of my choice</p>	SQIS-18I	<p>I need to do well in mathematics to get into the college or university of my choice</p>	
SQIS-19g	<p>My teacher thinks I can do well in science <programs/classes/lessons> with difficult materials</p>	SQIS-21g	<p>My teacher thinks I can do well in science classes with difficult materials</p>	
SQIS-19I	<p>I need to do well in science to get into the <university> of my choice</p>	SQIS-21I	<p>I need to do well in science to get into the college or university of my choice</p>	

Exhibit G-6. TIMSS 2011 eighth-grade student questionnaire—continued

Questions that Require National Adaptations				
2011 International Version		2011 U.S. Adapted Version		
International Item Number	Item	National Item Number	Item	Recoding instructions
		Additional U.S. Specific Questions		
		SQIS-01B	Are you Hispanic or Latino? 1. Yes, I am Hispanic or Latino 2. No, I am not Hispanic or Latino	
		SQIS-01C	Which of the following best describes you? Fill in one or more ovals. 1. White 2. Black or African American 3. Asian 4. American Indian or Alaska Native 5. Native Hawaiian or other Pacific Islander	
		SQIS-3B	What language do you speak at home (other than English)? Fill in one oval only. 1. Spanish 2. Other Please specify _____	
		SQIS-6	How many days were you absent from school in the last month? Fill in one oval only. 1. None 2. 1 or 2 days 3. 3 or 4 days 4. 5 to 10 days 5. More than 10 days	
		SQIS-7	Have you ever repeated a grade? Fill in only one oval for each line. a) In elementary school Yes No b) In middle or junior high school Yes No	

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Exhibit G-7. TIMSS 2011 eighth-grade teacher questionnaire –mathematics

Questions that Require National Adaptations				
2011 International Version		2011 U.S. Adapted Version		
International Item Number	Item	National Item Number	Item	Recoding instructions
TQM-04	<p>What is the <u>highest</u> level of formal education you have completed?</p> <p>1. Did not complete <ISCED Level 3></p> <p>2. Finished <ISCED Level 3></p> <p>3. Finished <ISCED Level 4></p> <p>4. Finished <ISCED Level 5B></p> <p>5. Finished <ISCED Level 5A, first degree></p> <p>6. Finished <ISCED Level 5A, second degree> or higher</p>	TQM-04	<p>What is the <u>highest</u> level of formal education you have completed?</p> <p>1. Did not complete high school</p> <p>2. Completed high school</p> <p>3. Completed a vocational/technical certificate after high school</p> <p>4. Completed an Associate's degree (AA) in vocational/technical program</p> <p>5. Completed an academic Associate's degree or Bachelor's degree</p> <p>6. Completed an academic Master's degree, postgraduate certificate program (e.g., teaching) or first professional degree (e.g., law, medicine, dentistry)</p> <p>7. Completed a doctorate (Ph.D. or Ed.D)</p>	<p>US to Int'l:</p> <p>1 = 1</p> <p>2 = 2</p> <p>3 = 3</p> <p>4 = 4</p> <p>5 = 5</p> <p>6 = 6</p> <p>7 = 6</p>
TQM-05	<p>During your <post-secondary> education, what was your major or main area(s) of study?</p> <p>1. Yes</p> <p>2. No</p> <p><Earth Science></p>	TQM-05	<p>During your college or university education, what was your <u>major or main</u> area(s) of study?</p> <p>1. Yes</p> <p>2. No</p> <p>Earth Science</p>	
TQM-05e		TQM-05e		
TQM-13	<p>How many <eighth-grade> students experience difficulties understanding <u>spoken</u> <language of test>?</p> <p>_____ students in this class</p>	TQM-13	<p>How many eighth-grade students experience difficulties understanding <u>spoken</u> English?</p> <p>_____ students in this class</p>	

Exhibit G-7. TIMSS 2011 eighth-grade teacher questionnaire – mathematics—continued

Questions that Require National Adaptations				
2011 International Version		2011 U.S. Adapted Version		
International Item Number	Item	National Item Number	Item	Recoding instructions
TQM-23	<p>The following list includes the main topics addressed by the TIMSS mathematics test. Choose the response that best describes when the students in this class have been taught each topic. If a topic was in the curriculum before the <eighth grade>, please choose ""Mostly taught before this year"". 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."</p> <p>1. Mostly taught before this year 2. Mostly taught this year 3. Not yet taught or just introduced</p>	TQM-24	<p>The following list includes the main topics addressed by the TIMSS mathematics test. Choose the response that best describes when the students in this class have been taught each topic. If a topic was in the curriculum before the <u>eighth grade</u>, please choose "Mostly taught before this year". 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."</p> <p>1. Mostly taught before this year 2. Mostly taught this year 3. Not yet taught or just introduced</p>	
TQM-26	<p>How much emphasis do you place on the following sources to monitor students' progress in mathematics?</p> <p>1. Major emphasis 2. Some emphasis 3. Little or no emphasis</p> <p>National or regional achievement tests</p>	TQM-27	<p>How much emphasis do you place on the following sources to monitor students' progress in mathematics?</p> <p>1. Major emphasis 2. Some emphasis 3. Little or no emphasis</p> <p>State or district achievement tests</p>	
TQM-26c		TQM-27c		
TQM-30	<p>How well prepared do you feel you are to teach the following mathematics topics? If a topic is not in the <eighth-grade> curriculum or you are not responsible for teaching this topic you may check "Not applicable."</p> <p>1. Not applicable 2. Very well prepared 3. Somewhat prepared 4. Not well prepared</p>	TQM-31	<p>How well prepared do you feel you are to teach the following mathematics topics? If a topic is not in the <u>eighth-grade</u> curriculum or you are not responsible for teaching this topic you may choose "not applicable."</p> <p>1. Not applicable 2. Very well prepared 3. Somewhat prepared 4. Not well prepared</p>	

Exhibit G-7. TIMSS 2011 eighth-grade teacher questionnaire – mathematics—continued

Questions that Require National Adaptations				
2011 International Version		2011 U.S. Adapted Version		
International Item Number	Item	National Item Number	Item	Recoding instructions
		Additional U.S. Specific Questions		
		TQM-20	<p>What mathematics course are you teaching to the TIMSS class? Fill in one oval only.</p> <p>1. Basic or general eighth-grade math (not algebra or pre-algebra)</p> <p>2. Pre-algebra or introduction to algebra</p> <p>3. Two-year pre-algebra</p> <p>4. Algebra I (one-year course)</p> <p>5. Algebra I (first year of a two-year Algebra I course)</p> <p>6. Algebra I (second year of two-year Algebra I course)</p> <p>7. Geometry</p> <p>8. Algebra II</p> <p>9. Integrated or sequential math</p> <p>10. Other math class</p>	

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Exhibit G-8. TIMSS 2011 eighth-grade teacher questionnaire – science

Questions that Require National Adaptations				
2011 International Version		2011 U.S. Adapted Version		
International Item Number	Item	National Item Number	Item	Recoding instruction
TQS-04	<p>What is the <u>highest</u> level of formal education you have completed?</p> <p>1. Did not complete <ISCED Level 3></p> <p>2. Finished <ISCED Level 3></p> <p>3. Finished <ISCED Level 4></p> <p>4. Finished <ISCED Level 5B></p> <p>5. Finished <ISCED Level 5A, first degree></p> <p>6. Finished <ISCED Level 5A, second degree> or higher</p>	TQS-04	<p>What is the <u>highest</u> level of formal education you have completed?</p> <p>1. Did not complete high school</p> <p>2. Completed high school</p> <p>3. Completed a vocational/technical certificate after high school</p> <p>4. Completed an Associate's degree (AA) in vocational/technical program</p> <p>5. Completed an academic Associate's degree or Bachelor's degree</p> <p>6. Completed an academic Master's degree, postgraduate certificate program (e.g., teaching) or first professional degree (e.g., law, medicine, dentistry)</p> <p>7. Completed a doctorate (Ph.D. or Ed.D)</p>	<p>US to Int'l:</p> <p>1 = 1</p> <p>2 = 2</p> <p>3 = 3</p> <p>4 = 4</p> <p>5 = 5</p> <p>6 = 6</p> <p>7 = 6</p>
TQS-05	<p>During your <post-secondary> education, what was your major or main area(s) of study?</p>	TQS-05	<p>During your college or university education, what was your <u>major or main</u> area(s) of study?</p>	
TQS-05e	<p>1. Yes</p> <p>2. No</p> <p><Earth Science></p>	TQS-05e	<p>1. Yes</p> <p>2. No</p> <p>Earth Science</p>	
TQS-13	<p>How many <eighth-grade> students experience difficulties understanding <u>spoken</u> <language of test>?</p> <p>_____students in this class</p>	TQS-13	<p>How many eighth-grade students experience difficulties understanding <u>spoken</u> English?</p> <p>_____students in this class</p>	

Exhibit G-8. TIMSS 2011 eighth-grade teacher questionnaire – science—continued

Questions that Require National Adaptations				
2011 International Version		2011 U.S. Adapted Version		
International Item Number	Item	National Item Number	Item	Recoding instruction
TQS-22	<p>The following list includes the main topics addressed by the TIMSS science test. Choose the response that best describes when the students in this class have been taught each topic. If a topic was in the curriculum before the <eighth grade>, please choose ""Mostly taught before this year"". 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.</p> <p>1. Mostly taught before this year 2. Mostly taught this year 3. Not yet taught or just introduced</p>	TQS-23	<p>The following list includes the main topics addressed by the TIMSS science test. Choose the response that best describes when the students in this class have been taught each topic. If a topic was in the curriculum before the <u>eighth grade</u>, please choose "Mostly taught before this year". 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."</p> <p>1. Mostly taught before this year 2. Mostly taught this year 3. Not yet taught or just introduced</p>	
TQS-25	<p>How much emphasis do you place on the following sources to monitor students' progress in science?</p> <p>1. Major emphasis 2. Some emphasis 3. Little or no emphasis</p> <p>National or regional achievement tests</p>	TQS-26	<p>How much emphasis do you place on the following sources to monitor students' progress in science?</p> <p>1. Major emphasis 2. Some emphasis 3. Little or no emphasis</p> <p>State or district achievement tests</p>	
TQS-26C		TQS-26C		
TQS-29	<p>How well prepared do you feel you are to teach the following science topics? If a topic is not in the <eighth-grade> curriculum or you are not responsible for teaching this topic you may check "Not applicable."</p> <p>1. Not applicable 2. Very well prepared 3. Somewhat prepared 4. Not well prepared</p>	TQS-30	<p>How well prepared do you feel you are to teach the following science topics? If a topic is not in the eighth- grade curriculum or you are not responsible for teaching this topic you may choose "not applicable."</p> <p>1. Not applicable 2. Very well prepared 3. Somewhat prepared 4. Not well prepared</p>	

Exhibit G-8. TIMSS 2011 eighth-grade teacher questionnaire – science—continued

Questions that Require National Adaptations				
		Additional U.S. Specific Questions		
International Item Number	Item	National Item Number	Item	Recoding instructions
		TQS-20	<p>Which best describes the science course you are teaching to the class with the TIMSS students? Fill one circle only.</p> <p>1. General science (several content areas of science taught separately)</p> <p>2. Integrated science (several content areas of science combined and taught together throughout the year)</p> <p>3. Life science (e.g., biology, ecosystems, human health)</p> <p>4. Physical science (e.g., physics or chemistry)</p> <p>5. Earth science (e.g., geology, Earth and the solar system, fossils)</p>	

NOTE: Bolded parts of questionnaire text are not indicated in this NAF form: bolded text in items conformed to the format of the TIMSS international questionnaires. Refer to final questionnaires in appendix F to see where text was bolded.

Exhibit G-9. TIMSS 2011 eighth-grade school questionnaire

Questions that require National Adaptations				
2011 International Version		2011 U.S. Adapted Version		
International Item Number	Item	National Item Number	Item	Recoding instructions
ScQ-01	What is the total enrollment of students in your school as of <first day of month TIMSS testing begins, 2010/2011>? _____students	ScQ-01	What is the total enrollment of students in your school as of April 1, 2011? _____students	
ScQ-02	What is the total enrollment of <eighth-grade> students in your school as of <first day of month TIMSS testing begins, 2010/2011>? _____students	ScQ-02	What is the total enrollment of <u>eighth-grade</u> students in your school as of April 1, 2011? _____students	
ScQ-04	Approximately what percentage of students in your school have <language of test> as their native language? 1. More than 90% 2. 76 to 90% 3. 51 to 75% 4. 26 to 50% 5. 25% or less	ScQ-07A	Approximately what percentage of students in your school have English as their native language? 1. More than 90% 2. 76 to 90% 3. 51 to 75% 4. 26 to 50% 5. 25% or less	
ScQ-06	For the <eighth-grade> students in your school:	ScQ-08	For the eighth-grade students in your school:	
ScQ-07	What is the total number of computers that can be used for instructional purposes by <eighth-grade> students? _____computers	ScQ-09	What is the total number of computers that can be used for instructional purposes by eighth-grade students? _____computers	
ScQ-08A	Does your school have a science laboratory that can be used by <eighth-grade> students? 1. Yes 2. No	ScQ-10A	Does your school have a science laboratory that can be used by eighth-grade students? 1. Yes 2. No	

Exhibit G-9. TIMSS 2011 eighth-grade school questionnaire—continued

Questions that require National Adaptations				
2011 International Version		2011 U.S. Adapted Version		
International Item Number	Item	National Item Number	Item	Recoding instructions
ScQ-10C	<p>How often does your school do the following for parents in general?</p> <ol style="list-style-type: none"> 1. Never 2. Once a year 3. 2-3 times a year 4. More than 3 times a year <p>Inform parents about the overall academic achievement of the school (e.g., results of national tests, results of inspections of learning)</p>	ScQ-12C	<p>How often does your school do the following for parents in general?</p> <ol style="list-style-type: none"> 1. Never 2. Once a year 3. 2-3 times a year 4. More than 3 times a year <p>Inform parents about the overall academic achievement of the school (e.g., results of state and/or district tests, results of inspections of learning)</p>	
ScQ-2A	<p>To what degree is each of the following a problem among <eighth-grade> students in your school?</p> <ol style="list-style-type: none"> 1. Not a problem 2. Minor problem 3. Moderate problem 4. Serious problem 	ScQ-14A	<p>To what degree is each of the following a problem among eighth-grade students in your school?</p> <ol style="list-style-type: none"> 1. Not a problem 2. Minor problem 3. Moderate problem 4. Serious problem 	
ScQ-13	<p>In your school, are any of the following used to evaluate the practice of <eighth-grade> mathematics teachers?</p> <ol style="list-style-type: none"> 1. Yes 2. No 	ScQ-15	<p>In your school, are any of the following used to evaluate the practice of eighth-grade mathematics teachers?</p> <ol style="list-style-type: none"> 1. Yes 2. No 	
ScQ-14	<p>In your school, are any of the following used to evaluate the practice of <eighth-grade> science teachers?</p> <ol style="list-style-type: none"> 1. Yes 2. No 	ScQ-16	<p>In your school, are any of the following used to evaluate the practice of eighth-grade science teachers?</p> <ol style="list-style-type: none"> 1. Yes 2. No 	

Exhibit G-9. TIMSS 2011 eighth-grade school questionnaire—continued

Questions that require National Adaptations				
2011 International Version		2011 U.S. Adapted Version		
International Item Number	Item	National Item Number	Item	Recoding instructions
ScQ-15	<p>How difficult was it to fill <eighth-grade> teaching vacancies for this school year for the following subjects?</p> <p>1. Were no vacancies in this subject 2. Easy to fill vacancies 3. Somewhat difficult 4. Very difficult</p>	ScQ-17	<p>How difficult was it to fill eighth-grade teaching vacancies for this school year for the following subjects?</p> <p>1. Were no vacancies in this subject 2. Easy to fill vacancies 3. Somewhat difficult 4. Very difficult</p>	
ScQ-16	<p>Does your school currently use any incentives (e.g., pay, housing, signing bonus, smaller classes) to recruit or retain <eighth-grade> teachers in the following fields?</p> <p>1. Yes 2. No</p>	ScQ-18	<p>Does your school currently use any incentives (e.g., pay, housing, signing bonus, smaller classes) to recruit or retain eighth-grade teachers in the following fields?</p> <p>1. Yes 2. No</p>	
		Additional U.S. Specific Questions		
		ScQ-07B	<p>Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient (LEP)/English language learners (ELL)?</p> <p>1. 0% 2. 1-5% 3. 6-10% 4. 11-25% 5. 26-50% 6. 51-75% 7. 76-90% 8. Over 90%</p>	
		ScQ-04	<p>Around the first of October 2010 what percentage of students at this school were eligible to receive free or reduced-price lunches through the National School Lunch Program?</p> <p>_____percentage of students</p>	

Exhibit G-9. TIMSS 2011 eighth-grade school questionnaire—continued

Questions that require National Adaptations				
2011 International Version		2011 U.S. Adapted Version		
International Item Number	Item	National Item Number	Item	Recoding instructions
		ScQ-06	<p>What type of school is this? Fill one circle only.</p> <p>1. Regular public school</p> <p>2. A regular public school with a magnet program</p> <p>3. A magnet school or school with a special program emphasis (e.g., Montessori, science/math school, performing arts school, talented/gifted school, foreign language immersion school, etc.)</p> <p>4. Special education: a school that primarily serves students with disabilities</p> <p>5. Alternative: a school designed to address the needs of students, typically at risk of educational failure, which cannot be met in regular schools</p> <p>6. Vocational</p> <p>7. Charter school</p> <p>8. Private (independent)</p> <p>9. Private (religiously affiliated)</p> <p>10. Other</p>	

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