

APPENDIX H

Organizations and Individuals Responsible for TIMSS 2019

Introduction

TIMSS 2019 was a collaborative effort involving hundreds of individuals around the world. This appendix acknowledges the individuals and organizations for their contributions. Given that the work on TIMSS 2019 spanned more than four years and involved so many people and organizations, this list may not include all who contributed. Any omission is inadvertent. TIMSS 2019 also acknowledges the students, parents, teachers, and school principals who contributed their time and effort to the study. This report would not be possible without them.

Management and Coordination

TIMSS is a major undertaking of IEA, and together with the Progress in International Reading Literacy Study (PIRLS), comprises the core of IEA's regular cycles of studies. The TIMSS assessment at the fourth grade complements PIRLS, which regularly assesses reading achievement at fourth grade.

TIMSS 2019 was conducted by IEA's TIMSS & PIRLS International Study Center at Boston College, which has responsibility for the overall direction and management of TIMSS and PIRLS, including design, development, and implementation. For TIMSS 2019, this also included managing the transition of TIMSS to a digital assessment, with the development of eTIMSS. Headed by Executive Directors Drs. Ina V.S. Mullis, Michael O. Martin, and Matthias von Davier, the study center is located in the Lynch School of Education and Human Development. The TIMSS & PIRLS International Study Center worked closely with IEA Amsterdam, which managed country participation, was responsible for verification of all translations produced by the participating countries, and coordinated the school visits by International Quality Control Monitors. In addition to developing the software system used to create and deliver the eTIMSS 2019 digital assessments, staff at IEA Hamburg worked closely with participating countries to organize sampling and data collection operations and to check all data for accuracy and consistency within and across countries. Statistics Canada in Ottawa was responsible for school and student sampling activities. Educational Testing Service in Princeton, New Jersey consulted on psychometric methodology, provided software for scaling the achievement data, and replicated the achievement scaling for quality assurance.

The Project Management Team, comprising the study directors and representatives from the TIMSS & PIRLS International Study Center, IEA Amsterdam, IEA Hamburg, and Statistics Canada

met twice a year throughout the study to discuss the study's progress, procedures, and schedule. In addition, the study directors met with members of IEA's Technical Executive Group twice each year to review technical issues.

To work with the international team and coordinate within-country activities, each participating country designates an individual to be the TIMSS National Research Coordinator (NRC). The NRCs have the challenging task of implementing TIMSS in their countries in accordance with the TIMSS guidelines and procedures. In addition, the NRCs contribute to the development of the TIMSS assessments and provide input throughout the course of the project. The quality of the TIMSS assessment and data depends on the work of the NRCs and their colleagues in carrying out the complex sampling, data collection, and scoring tasks. NRCs from countries participating in eTIMSS were responsible for carrying out additional tasks related to the transition of TIMSS to a digital assessment. Continuing the tradition of exemplary work established in previous cycles of TIMSS, the TIMSS 2019 NRCs performed their many tasks with dedication, competence, energy, and goodwill, and demonstrated a commitment to the project and high quality work.

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TIMSS & PIRLS International Study Center at Boston College

Ina V.S. Mullis, *Executive Director*

Michael O. Martin, *Executive Director*

Matthias von Davier, *Executive Director (from 2020)*

Paul Connolly, *Director, Graphic Design and Publications*

Pierre Foy, *Director, Sampling, Psychometrics, and Data Analysis*

Ieva Johansone, *Director, Operations and Quality Control*

Dana Kelly, *Director, Development and Reporting (from 2019)*

Charlotte Aldrich, *Research Specialist, TIMSS Mathematics and Special Projects (from 2020)*

Maria Baez Cruz, *Research Specialist, Data Analytics and Programming*

Marcie Bligh, *Manager, Events and Administration*

Alicia Bouchard, *Administrative Assistant*

Victoria A.S. Centurino, *Assistant Research Director, TIMSS Science and Special Projects*

Kerry Cotter, *Assistant Research Director, TIMSS Mathematics and Special Projects (through 2019)*

Susan Farrell, *Lead Web and Database Designer*

Bethany Fishbein, *Senior Research Specialist, Psychometrics and Data Analysis*

Susan Flicop, *Research Associate, Operations and Quality Control*

Joseph Galia, *Lead Statistician/Programmer (through 2020)*

Shirley Goh, *Assistant Director, Communications and Media Relations (through 2019)*

Kaitlin Haines, *Graduate Assistant (through 2020)*

Christine Hoage, *Manager of Finance*

Martin Hooper, *Assistant Research Director, TIMSS and PIRLS Questionnaire Development and Policy Studies (through 2018)*

Dihao Leng, *Graduate Assistant*

Jingxian Li, *Graduate Assistant (through 2020)*

Jenny Liu, *Research Specialist, TIMSS and PIRLS Questionnaire Development and Policy Studies (through 2019)*

Anne McCarthy, *Front-end Web Developer*

Yenileis Pardini, *Manager, UX and Software Development (through 2019)*

Mario A. Pita, *Lead Graphic Designer*

Katherine Reynolds, *Graduate Assistant (through 2018)*

Ruthanne Ryan, *Senior Graphic Designer*

Steven A. Simpson, *Senior Graphic Designer*

Lillian Tyack, *Graduate Assistant*

Erin Wry, *Senior Research Specialist, TIMSS and PIRLS Operations and Quality Control*

Liqun Yin, *Research Psychometrician*

IEA Amsterdam

Dirk Hastedt, *Executive Director*

Andrea Netten, *Director, IEA Amsterdam*

Paulína Koršnáková, *Senior Research and Liaison Adviser*

Roel Burgers, *Financial Director*

Isabelle Braun-Gémin, *Senior Financial Officer*

David Ebbs, *Senior Research Officer*

Sandra Dohr, *Research Officer*

Jan-Philipp Wagner, *Junior Research Officer*

Katie Hill, *Head of Communications*

Sive Finley, *Head of Communications (through 2019)*

Gina Lamprell, *Publications Officer*

IEA Hamburg

Juliane Hencke, *Director, IEA Hamburg*

Heiko Sibberns, *Senior Research Advisor*

Alena Becker, *Co-Head of International Studies Unit*

Oliver Neuschmidt, *Co-Head of International Studies Unit*

Milena Taneva, *Project Manager, TIMSS Data Management*

Mark Cockle, *Deputy Project Manager, TIMSS Data Management*

Kamil Kowolik, *Deputy Project Manager, TIMSS Data Management*

Umut Atasever, *Research Analyst*

Limiao Duan, *Software Developer*

Eugenio Gonzalez, *Senior Research Analyst*

Deepti Kalamadi, *Software Developer*

Ievgen Kosievtssov, *Software Developer*

Guido Martin, *Head of Coding Unit*

Sabine Meinck, *Head of Sampling Unit/Co-Head of Research and Analysis Unit*

Kevin Mo, *Lead Software Developer*

Duygu Savaşçı, *Research Analyst*

Meng Xue, *Head of Software Unit*

Statistics Canada

Ahmed Almaskut, *Senior Methodologist*

Sylvie LaRoche, *Senior Methodologist*

Educational Testing Service

Edward Kulick, *Senior Research Director*

Timothy Davey, *Research Director, Special Projects*

Jonathan Weeks, *Research Scientist*

Christina Tang, *Senior Data Analysis and Computational Research Specialist*

Zhumei Guo, *Data Analysis and Computational Research Specialist*

Sampling Referee

Keith Rust, *Senior Vice President and Senior Statistical Fellow, Westat, Inc.*

TIMSS 2019 Science and Mathematics Item Review Committee

Mathematics

Ray Philpot

Australian Council for Educational Research

Australia

Kiril Bankov

Faculty of Mathematics and Informatics

University of Sofia

Bulgaria

Khattab M.A. Abulibdeh

National Center for Human Resources

Jordan

Arne Hole

Department of Teacher Education and
School Research

ILS, University of Oslo

Norway

Cheow Kian Soh

Mathematics Branch, Curriculum Planning
and Development Division

Ministry of Education

Singapore

Linda Hall

United States

Mary Lindquist

United States

Science

Svatava Janoušková

Science Faculty, Department of Teaching
and Didactics of Chemistry

Charles University Prague

Czech Republic

Emily Jones

National Foundation for Educational
Research

England

Jouni Viiri (through 2019)

Department of Teacher Education

University of Jyväskylä

Finland

Berenice Michels

Faculty of Science

Utrecht University

Netherlands

Galina Kovaleva

Federal Institute for the Strategy of Education
Development

Russian Academy of Education

Russian Federation

Christopher Lazzaro

Director of Science

New Meridian Corporation

United States

TIMSS 2019 Item Development and Scoring Working Groups

Mathematics

Ina V.S. Mullis, *TIMSS & PIRLS International Study Center Executive Director*

Kerry Cotter, *Assistant Research Director, TIMSS Mathematics and Special Projects (through 2019)*

Linda Hall, *Mathematics Consultant (United States)*

Mary Lindquist, *Mathematics Consultant (United States)*

Ray Philpot, *Mathematics Consultant (Australian Council for Educational Research)*

Science

Michael O. Martin, *TIMSS & PIRLS International Study Center Executive Director*

Victoria A.S. Centurino, *Assistant Research Director, TIMSS Science and Special Projects*

Emily Jones, *Science Consultant (National Foundation for Educational Research)*

Christopher Lazzaro, *Science Consultant (New Meridian Corporation)*

Berenice Michels, *Science Consultant (Utrecht University)*

Questionnaire Item Review Committee

Sue Thomson

Australian Council for Educational Research

Australia

Josef Basl

Czech School Inspectorate

Czech Republic

Heike Wendt

Institute for School Development Research
(IFS)

TU Dortmund University

Germany

Laura Palmerio

Istituto Nazionale per la Valutazione del Sistema
Educativo di Istruzione e di Formazione
(INVALSI)

Italy

Kyongah Sang

Center for Global Education

Korea Institute for Curriculum & Evaluation

Korea, Republic of

Martina Meelissen

Faculty of Behavioral Sciences, Department of
Research Methodology, Measurement and
Data Analysis

University of Twente

Netherlands

Trude Nilsen

Department of Teacher Education and School
Research

ILS, University of Oslo

Norway

Vijay Reddy

Human Sciences Research Council

South Africa

Jack Buckley

Imbellus

United States

TIMSS 2019 National Research Coordinators

Albania

Rezana Vrapi
Center for Educational Services
National Agency of Examinations (NAE)

Armenia

Arsen Baghdasaryan
Assessment and Testing Center

Australia

Sue Thomson
Australian Council for Educational Research

Austria

Ursula Itzlinger-Bruneforth
Federal Institute for Educational Research,
Innovation and Development of the Austrian
School System (BIFIE)

Azerbaijan

Nermine Aliyeva
Ministry of Education of the Republic of
Azerbaijan

Bahrain

Huda Al-Awadi
Ministry of Education

Belgium (Flemish)

Jerich Faddar
University of Antwerp

Bosnia and Herzegovina

Žaneta Džumhur
Agency for Preschool, Primary and Secondary
Education

Bulgaria

Marina Vasileva Mavrodieva
Center for Assessment in Pre-School and School
Education (CAPSE)

Canada

Kathryn O'Grady
Tanya Scerbina
Council of Ministers of Education, Canada
(CMEC)

Chile

María Victoria Martínez Muñoz
Camila Ayala Pereira
Elisa Salinas (through 2018)
Departamento de Estudios Internacionales,
División de Estudios
Agencia de Calidad de la Educación

Chinese Taipei

Chun-Yen Chang
Che-Di John Lee
National Taiwan Normal University

Croatia

Ines Elezović
National Center for External Evaluation of
Education

Cyprus

Yiasemina Karagiorgi
Center for Educational Research and Evaluation
Cyprus Pedagogical Institute

Czech Republic

Vladislav Tomasek
Czech School Inspectorate

Denmark

Christian Christrup Kjeldsen
Aarhus University

Egypt

Khaled Mohamed Sayad Ahmed
Abd Alkareem Badran (through 2018)
Test Development Department
National Center for Examinations and
Educational Evaluation

England

Grace Grima
Pearson UK

Finland

Jouni Vettentranta
Finnish Institute for Educational Research
University of Jyväskylä

France

Marc Colmant
Franck Salles
Direction de l'Évaluation, de la Prospective et
de la Performance (DEPP)
Ministère de l'Éducation Nationale, de
l'Enseignement Supérieur et de la Recherche

Georgia

Tamari Shoshitashvili
David Gabelaia (through 2018)
Mamuka Jibladze (through 2018)
National Assessment and Examinations Center

Germany

Knut Schwippert
University of Hamburg

Hong Kong SAR

Frederick Leung
Faculty of Education
The University of Hong Kong
Maurice M.W. Cheng
Faculty of Education
The University of Waikato, New Zealand

Hungary

Ildikó Szepesi
Department of Assessment and Evaluation
Educational Authority

Iran, Islamic Republic of

Abdol'azim Karimi
Research Institute for Education (RIE)
Ministry of Education

Ireland

Aidan Clerkin
Rachel Perkins
Educational Research Center
DCU St. Patrick's College Campus

Israel

Georgette Hilu
Inbal Ron-Kaplan
National Authority for Measurement and
Evaluation in Education (RAMA)

Italy

Elisa Caponera
Laura Palmerio
Istituto Nazionale per la Valutazione del Sistema
Educativo di Istruzione e di Formazione
(INVALSI)

Japan

Fumi Ginshima
Curriculum Research Center
National Institute for Educational Policy
Research (NIER)

Jordan

Khattab M.A. Abulibdeh
National Center for Human Resources
Development

Kazakhstan

Aigul Baigulova
JSC Information-Analytic Center
Ministry of Education and Science

Korea, Republic of

Kyongah Sang
Sangwook Park (2018-2019)
Korea Institute for Curriculum & Evaluation

Kosovo

Fatmir Elezi
Mustafa Kadriu (through 2019)
Ministry of Education, Science and Technology
of Kosovo

Kuwait

Asia Hajiya
Abrar Ahmed Baqer (through 2019)
Hawraa Ahmed Al-Qattan (through 2018)
National Center for Education Development

Latvia

Linda Mihno
Faculty of Education, Psychology and Art
Education Research Institute

Lebanon

Brenda Ghazale
Center for Educational Research and
Development
Ministry of Education

Lithuania

Benediktas Bilinskas
Asta Buineviciute
Greta Baliutaviciute (through 2019)
National Examination Center, Research and
Analysis Unit
National Agency for Education

Malaysia

Rusliza Abdullah
Nor Saidatul Rajeah Zamzam Amin
Ahmad Rafee Che Kassim (through 2019)
Azlina Osman (through 2019)
Habibah Abdul Rahim (through 2018)
Educational Planning and Research Division
(EPRD)
Ministry of Education

Malta

Gaetano Bugeja
Department of Curriculum, Lifelong Learning
and Employability
Ministry of Education and Employment

Montenegro

Marina Radović
Momir Radulović (through 2019)
Examination Center of Montenegro
Ministry of Education

Morocco

Mohammed Sassi
Centre National de l'Évaluation, des Examens et
de l'Orientation
Ministere de l'Éducation Nationale et de la
Formation Professionnelle, de l'Enseignement
Supérieur et de la Recherche Scientifique

Netherlands

Martina Meelissen
Faculty of Behavioral Sciences, Department of
Research Methodology, Measurement and
Data Analysis
University of Twente

New Zealand

Steve May
Debra Taylor (through 2020)
Robyn Caygill (through 2018)
Educational Measurement and Assessment
Ministry of Education

North Macedonia

Beti Lameva
Reshat Ramadani
National Examination Center

Northern Ireland

David Thomas
Bethan Burge (through 2018)
National Foundation for Educational Research

Norway

Hege Kaarstein
Ole Kristian Bergem (through 2017)
Department of Teacher Education and School
Research
ILS, University of Oslo
Jan Eivind Soledad (through 2017)
The Norwegian Directorate for Education
and Training

Oman

Zuwaina Saleh Al-Maskari
Ministry of Education

Pakistan

Muhammad Shakeel
Syed Kamal Ud Din Shah (through 2018)
Ministry of Federal Education and Professional
Training

Philippines

Nelia Vargas Benito
Bureau of Education Assessment
Department of Education

Poland

Michał Sitek
Marcin Karpinski (through 2017)
Educational Research Institute

Portugal

Anabela Serrão
Vanda Lourenço (through 2019)
João Maroco (through 2017)
Instituto de Avaliação Educativa, I. P.

Qatar

Asma Yousef Al-Harqan
Evaluation Institute
Supreme Education Council

Romania

Dragos Iliescu
University of Bucharest

Russian Federation

Galina Kovaleva
Federal Institute for the Strategy of Education
Development
Russian Academy of Education
Sergey Stanchenko
Federal Institute for the Evaluation of the
Quality of Education
Russian Academy of Education

Saudi Arabia

Abdullah Mohammed B. Aljouiee
Fahad Ibrahim Almoqhim (through 2019)
National Center for Assessment
Mohammed Majre Al-Sobeiy (through 2017)
Ministry of Education

Serbia

Ivana Djeric
Institute for Educational Research

Singapore

Huiyuan Lin
Planning Division, Research and Evaluation
Section
Ministry of Education
Hui Leng Ng
Research and Evaluation Branch, Research and
Management Information Division
Ministry of Education

Slovak Republic

Andrea Galadova
National Institute for Certified Educational
Measurement (NUCEM)

South Africa

Vijay Reddy
Human Sciences Research Council (HSRC)

Spain

Francisco Javier Garcia Crespo
Instituto Nacional de Evaluación Educativa
Ministerio de Educación y Formación
Profesional

Sweden

Maria Axelsson
Swedish National Agency for Education
(SKOLVERKET)

Turkey

Emine Özdemir
Muhsin Polat (through 2019)
The Ministry of National Education

Benchmarking Participants

Ontario, Canada

Jeannette Amio
Ontario Ministry of Education
Jennifer Hove
Laurie McNelles (through 2019)
Education Quality and Accountability Office

Quebec, Canada

Marie-Eve Proulx
Latifa Elfassihi (through 2019)
Julie-Madeleine Roy (through 2018)
Ministère de l'Éducation et de l'Enseignement
Supérieur

Moscow City, Russian Federation

Elena Zozulya
Moscow Center for the Quality of Education

Madrid, Spain

Maria Ángeles Puga Zuccotti
Instituto Nacional de Evaluación Educativa
Ministerio de Educación y Formación
Profesional

United Arab Emirates

Hessa Al Wahabi
Shaikha Ali Al Zaabi
Moza Rashid Ghufli (through 2018)
Ministry of Education

United States

Lydia Malley
National Center for Education Statistics
U.S. Department of Education

Gauteng, South Africa

Western Cape, South Africa
Vijay Reddy
Human Sciences Research Council (HSRC)

Abu Dhabi, United Arab Emirates

Nada Abu Baker Husain Ruban
Ministry of Education, UAE

Dubai, United Arab Emirates

Mariam Al Ali
Knowledge and Human Development Authority