



# **SECTION 1.1:** **STUDENT** **QUESTIONNAIRE** **GRADE 4**

TIMSS 2019 USER GUIDE FOR THE  
INTERNATIONAL DATABASE



**TIMSS & PIRLS**  
International Study Center  
Lynch School of Education  
BOSTON COLLEGE



**Exhibit 1.1: International Context Variables for the TIMSS 2019 Student Questionnaire (Grade 4)**

TIMSS 2019 Question Number	TIMSS 2019 Variable Name	TIMSS 2019 Variable Description	TIMSS 2015 Variable Name	Notes
SQG-01	ASBG01	Are you a girl or a boy?	ASBG01	
SQG-02a	ASBG02A	When were you born? Month	ASBG02A	
SQG-02b	ASBG02B	When were you born? Year	ASBG02B	
SQG-03	ASBG03	How often do you speak <language of test> at home?	ASBG03	
SQG-04	ASBG04	About how many books are there in your home? (Do not count magazines, newspapers, or your school books.)	ASBG04	
SQG-05a	ASBG05A	Do you have any of these things at your home? A computer or tablet	ASBG05A, ASBG05B	Modified wording in 2019
SQG-05b	ASBG05B	Do you have any of these things at your home? Study desk/table for your use	ASBG05C	
SQG-05c	ASBG05C	Do you have any of these things at your home? Your own room	ASBG05D	
SQG-05d	ASBG05D	Do you have any of these things at your home? Internet connection	ASBG05E	
SQG-05e	ASBG05E	Do you have any of these things at your home? Your own mobile phone	ASBG05F	
SQG-05f	ASBG05F	Do you have any of these things at your home? <country-specific indicator of wealth>	ASBG05H	
SQG-05g	ASBG05G	Do you have any of these things at your home? <country-specific indicator of wealth>	ASBG05I	
SQG-05h	ASBG05H	Do you have any of these things at your home? <country-specific indicator of wealth>	ASBG05J	
SQG-05i	ASBG05I	Do you have any of these things at your home? <country-specific indicator of wealth>	ASBG05K	
SQG-06A	ASBG06A	Were your <parents/guardians> born in <country>? <Parent/Guardian A>	ASBG06A	Modified wording and response options in 2019
SQG-06B	ASBG06B	Were your <parents/guardians> born in <country>? <Parent/Guardian B>	ASBG06B	Modified wording and response options in 2019
SQG-07	ASBG07	Were you born in <country>?	ASBG07	
SQG-08	ASBG08	About how often are you absent from school?	ASBG08	Modified response options in 2019
SQG-09a	ASBG09A	How often do you feel this way when you arrive at school? I feel tired		
SQG-09b	ASBG09B	How often do you feel this way when you arrive at school? I feel hungry		
SQG-10a	ASBG10A	What do you think about your school? Tell how much you agree with these statements. I like being in school	ASBG11A	
SQG-10b	ASBG10B	What do you think about your school? Tell how much you agree with these statements. I feel safe when I am at school	ASBG11B	
SQG-10c	ASBG10C	What do you think about your school? Tell how much you agree with these statements. I feel like I belong at this school	ASBG11C	
SQG-10d	ASBG10D	What do you think about your school? Tell how much you agree with these statements. Teachers at my school are fair to me	ASBG11E	
SQG-10e	ASBG10E	What do you think about your school? Tell how much you agree with these statements. I am proud to go to this school	ASBG11F	
SQG-11a	ASBG11A	During this school year, how often have other students from your school done any of the following things to you, including through texting or the Internet? Made fun of me or called me names	ASBG12A	
SQG-11b	ASBG11B	During this school year, how often have other students from your school done any of the following things to you, including through texting or the Internet? Left me out of their games or activities	ASBG12B	

Exhibit 1.1: International Context Variables for the TIMSS 2019 Student Questionnaire (Grade 4)

TIMSS 2019 Question Number	TIMSS 2019 Variable Name	TIMSS 2019 Variable Description	TIMSS 2015 Variable Name	Notes
SQG-11c	ASBG11C	During this school year, how often have other students from your school done any of the following things to you, including through texting or the Internet? Spread lies about me	ASBG12C	
SQG-11d	ASBG11D	During this school year, how often have other students from your school done any of the following things to you, including through texting or the Internet? Stole something from me	ASBG12D	
SQG-11e	ASBG11E	During this school year, how often have other students from your school done any of the following things to you, including through texting or the Internet? Damaged something of mine on purpose	ASBG12E	
SQG-11f	ASBG11F	During this school year, how often have other students from your school done any of the following things to you, including through texting or the Internet? Hit or hurt me	ASBG12F	
SQG-11g	ASBG11G	During this school year, how often have other students from your school done any of the following things to you, including through texting or the Internet? Made me do things I didn't want to do		
SQG-11h	ASBG11H	During this school year, how often have other students from your school done any of the following things to you, including through texting or the Internet? Sent me nasty or hurtful messages online		
SQG-11i	ASBG11I	During this school year, how often have other students from your school done any of the following things to you, including through texting or the Internet? Shared nasty or hurtful things about me online		
SQG-11j	ASBG11J	During this school year, how often have other students from your school done any of the following things to you, including through texting or the Internet? Shared embarrassing photos of me online		
SQG-11k	ASBG11K	During this school year, how often have other students from your school done any of the following things to you, including through texting or the Internet? Threatened me	ASBG12H	
SQMS-01	ASBM01	In mathematics lessons, how often do you work problems on your own?		
SQMS-02a	ASBM02A	How much do you agree with these statements about learning mathematics? I enjoy learning mathematics	ASBM01A	
SQMS-02b	ASBM02B	How much do you agree with these statements about learning mathematics? I wish I did not have to study mathematics	ASBM01B	
SQMS-02c	ASBM02C	How much do you agree with these statements about learning mathematics? Mathematics is boring	ASBM01C	
SQMS-02d	ASBM02D	How much do you agree with these statements about learning mathematics? I learn many interesting things in mathematics	ASBM01D	
SQMS-02e	ASBM02E	How much do you agree with these statements about learning mathematics? I like mathematics	ASBM01E	
SQMS-02f	ASBM02F	How much do you agree with these statements about learning mathematics? I like any schoolwork that involves numbers	ASBM01F	
SQMS-02g	ASBM02G	How much do you agree with these statements about learning mathematics? I like to solve mathematics problems	ASBM01G	
SQMS-02h	ASBM02H	How much do you agree with these statements about learning mathematics? I look forward to mathematics lessons	ASBM01H	
SQMS-02i	ASBM02I	How much do you agree with these statements about learning mathematics? Mathematics is one of my favorite subjects	ASBM01I	
SQMS-03a	ASBM03A	How much do you agree with these statements about your mathematics lessons? I know what my teacher expects me to do	ASBM02A	



**Exhibit 1.1: International Context Variables for the TIMSS 2019 Student Questionnaire (Grade 4)**

TIMSS 2019 Question Number	TIMSS 2019 Variable Name	TIMSS 2019 Variable Description	TIMSS 2015 Variable Name	Notes
SQMS-03b	ASBM03B	How much do you agree with these statements about your mathematics lessons? My teacher is easy to understand	ASBM02B	
SQMS-03c	ASBM03C	How much do you agree with these statements about your mathematics lessons? My teacher has clear answers to my questions	ASBM02E	
SQMS-03d	ASBM03D	How much do you agree with these statements about your mathematics lessons? My teacher is good at explaining mathematics	ASBM02F	
SQMS-03e	ASBM03E	How much do you agree with these statements about your mathematics lessons? My teacher does a variety of things to help us learn	ASBM02H	
SQMS-03f	ASBM03F	How much do you agree with these statements about your mathematics lessons? My teacher explains a topic again when we don't understand		
SQMS-04a	ASBM04A	How often do these things happen in your mathematics lessons? Students don't listen to what the teacher says		
SQMS-04b	ASBM04B	How often do these things happen in your mathematics lessons? There is disruptive noise		
SQMS-04c	ASBM04C	How often do these things happen in your mathematics lessons? It is too disorderly for students to work well		
SQMS-04d	ASBM04D	How often do these things happen in your mathematics lessons? My teacher has to wait a long time for students to quiet down		
SQMS-04e	ASBM04E	How often do these things happen in your mathematics lessons? Students interrupt the teacher		
SQMS-04f	ASBM04F	How often do these things happen in your mathematics lessons? My teacher has to keep telling us to follow the classroom rules		
SQMS-05a	ASBM05A	How much do you agree with these statements about mathematics? I usually do well in mathematics	ASBM03A	
SQMS-05b	ASBM05B	How much do you agree with these statements about mathematics? Mathematics is harder for me than for many of my classmates	ASBM03B	
SQMS-05c	ASBM05C	How much do you agree with these statements about mathematics? I am just not good at mathematics	ASBM03C	
SQMS-05d	ASBM05D	How much do you agree with these statements about mathematics? I learn things quickly in mathematics	ASBM03D	
SQMS-05e	ASBM05E	How much do you agree with these statements about mathematics? Mathematics makes me nervous	ASBM03E	
SQMS-05f	ASBM05F	How much do you agree with these statements about mathematics? I am good at working out difficult mathematics problems	ASBM03F	
SQMS-05g	ASBM05G	How much do you agree with these statements about mathematics? My teacher tells me I am good at mathematics	ASBM03G	
SQMS-05h	ASBM05H	How much do you agree with these statements about mathematics? Mathematics is harder for me than any other subject	ASBM03H	
SQMS-05i	ASBM05I	How much do you agree with these statements about mathematics? Mathematics makes me confused	ASBM03I	
SQMS-06	ASBS06	In science lessons, how often does your teacher ask you to conduct science experiments?		
SQMS-07a	ASBS07A	How much do you agree with these statements about learning science? I enjoy learning science	ASBS04A	
SQMS-07b	ASBS07B	How much do you agree with these statements about learning science? I wish I did not have to study science	ASBS04B	
SQMS-07c	ASBS07C	How much do you agree with these statements about learning science? Science is boring	ASBS04C	

**Exhibit 1.1: International Context Variables for the TIMSS 2019 Student Questionnaire (Grade 4)**

TIMSS 2019 Question Number	TIMSS 2019 Variable Name	TIMSS 2019 Variable Description	TIMSS 2015 Variable Name	Notes
SQMS-07d	ASBS07D	How much do you agree with these statements about learning science? I learn many interesting things in science	ASBS04D	
SQMS-07e	ASBS07E	How much do you agree with these statements about learning science? I like science	ASBS04E	
SQMS-07f	ASBS07F	How much do you agree with these statements about learning science? I look forward to learning science in school	ASBS04F	
SQMS-07g	ASBS07G	How much do you agree with these statements about learning science? Science teaches me how things in the world work	ASBS04G	
SQMS-07h	ASBS07H	How much do you agree with these statements about learning science? I like to do science experiments	ASBS04H	
SQMS-07i	ASBS07I	How much do you agree with these statements about learning science? Science is one of my favorite subjects	ASBS04I	
SQMS-08a	ASBS08A	How much do you agree with these statements about your science lessons? I know what my teacher expects me to do	ASBS05A	
SQMS-08b	ASBS08B	How much do you agree with these statements about your science lessons? My teacher is easy to understand	ASBS05B	
SQMS-08c	ASBS08C	How much do you agree with these statements about your science lessons? My teacher has clear answers to my questions	ASBS05E	
SQMS-08d	ASBS08D	How much do you agree with these statements about your science lessons? My teacher is good at explaining science	ASBS05F	
SQMS-08e	ASBS08E	How much do you agree with these statements about your science lessons? My teacher does a variety of things to help us learn	ASBS05H	
SQMS-08f	ASBS08F	How much do you agree with these statements about your science lessons? My teacher explains a topic again when we don't understand		
SQMS-09a	ASBS09A	How much do you agree with these statements about science? I usually do well in science	ASBS06A	
SQMS-09b	ASBS09B	How much do you agree with these statements about science? Science is harder for me than for many of my classmates	ASBS06B	
SQMS-09c	ASBS09C	How much do you agree with these statements about science? I am just not good at science	ASBS06C	
SQMS-09d	ASBS09D	How much do you agree with these statements about science? I learn things quickly in science	ASBS06D	
SQMS-09e	ASBS09E	How much do you agree with these statements about science? My teacher tells me I am good at science	ASBS06E	
SQMS-09f	ASBS09F	How much do you agree with these statements about science? Science is harder for me than any other subject	ASBS06F	
SQMS-09g	ASBS09G	How much do you agree with these statements about science? Science makes me confused	ASBS06G	



IEA

**TIMSS**

**2019**

Identification Label

TRENDS IN INTERNATIONAL MATHEMATICS AND SCIENCE STUDY

# Student Questionnaire

**<Grade 4>**

**<TIMSS National Research Center Name>**

**<Address>**

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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 **one** circle only.

Yes -- ☐

No -- ☐

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

### Example 2

How often do you do these things?

Fill **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) I talk with my friends .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) I play sports .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) I ride a skateboard .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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 **one** circle for each line.

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
a) Watching movies is fun .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) I like eating ice cream .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) I do not like waking up early .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) I enjoy doing chores .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- Read each question carefully, and pick the answer you think is best.
- Fill in the circle next to or under your answer.
- If you decide to change your answer, draw an **X** through your first answer, like this: ~~☐~~. Then, fill in the circle 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

**G1** \_\_\_\_\_

Are you a girl or a boy?

ASBG01

*Fill **one** circle only.*

Girl -- ☐

Boy -- ☐

**G2** \_\_\_\_\_

When were you born?

ASBG02A

*Fill the circles next to the month and year you were born.*

ASBG02B

**a) Month**

**b) Year**

January -- ☐

2006 -- ☐

February -- ☐

2007 -- ☐

March -- ☐

2008 -- ☐

April -- ☐

2009 -- ☐

May -- ☐

2010 -- ☐

June -- ☐

2011 -- ☐

July -- ☐

2012 -- ☐

August -- ☐

Other -- ☐

September -- ☐

October -- ☐

November -- ☐

December -- ☐

G3

How often do you speak <language of test> at home?

ASBG03

Fill **one** circle only.

I always speak  
<language of test> at home -- ☐

I almost always speak  
<language of test> at home -- ☐

I sometimes speak <language  
of test> and sometimes speak  
another language at home -- ☐

I never speak <language  
of test> at home -- ☐

## G4

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

ASBG04

Fill **one** circle only.

None or very few (0–10 books) -- ☐

This shows 10 books



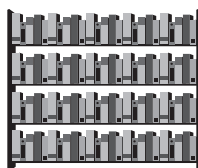
Enough to fill one shelf (11–25 books) -- ☐

This shows 25 books



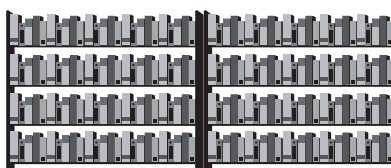
Enough to fill one bookcase  
(26–100 books) -- ☐

This shows 100 books



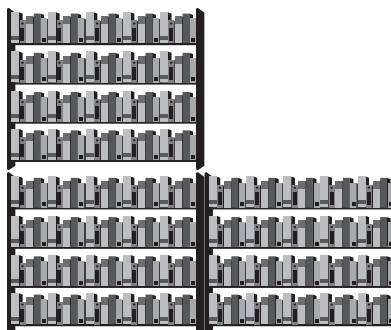
Enough to fill two bookcases  
(101–200 books) -- ☐

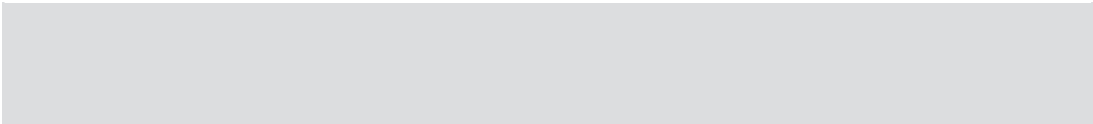
This shows 200 books



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

This shows more than 200 books





G5

Do you have any of these things at your home?

Fill **one** circle for each line.

		Yes	No
		↓	↓
ASBG05A	a) A computer or tablet -----	<input type="radio"/>	<input type="radio"/>
ASBG05B	b) Study desk/table for your use -----	<input type="radio"/>	<input type="radio"/>
ASBG05C	c) Your own room -----	<input type="radio"/>	<input type="radio"/>
ASBG05D	d) Internet connection -----	<input type="radio"/>	<input type="radio"/>
ASBG05E	e) Your own mobile phone -----	<input type="radio"/>	<input type="radio"/>
ASBG05F	f) <country-specific indicator of wealth> -----	<input type="radio"/>	<input type="radio"/>
ASBG05G	g) <country-specific indicator of wealth> -----	<input type="radio"/>	<input type="radio"/>
ASBG05H	h) <country-specific indicator of wealth> -----	<input type="radio"/>	<input type="radio"/>
ASBG05I	i) <country-specific indicator of wealth> -----	<input type="radio"/>	<input type="radio"/>



The following question is about your <Parent/Guardian A> and <Parent/Guardian B>. <If you have only one parent/guardian, answer for Parent/Guardian A. If you have two parents/guardians, choose one for Parent/Guardian A and the other for Parent/Guardian B.>

**G6**

Were your <parents/guardians> born in <country>?

A. <Parent/Guardian A>

ASBG06A

*Fill **one** circle only.*

Yes -- ☐

No -- ☐

I don't know -- ☐

Not applicable -- ☐

B. <Parent/Guardian B>

ASBG06B

*Fill **one** circle only.*

Yes -- ☐

No -- ☐

I don't know -- ☐

Not applicable -- ☐

**G7**

Were you born in <country>?

ASBG07

*Fill **one** circle only.*

Yes -- ☐

No -- ☐

**G8**

About how often are you absent from school?

ASBG08

Fill **one** circle only.

- Once a week -- ☐
- Once every two weeks -- ☐
- Once a month -- ☐
- Once every two months -- ☐
- Never or almost never -- ☐

**G9**

How often do you feel this way when you arrive at school?

Fill **one** circle for each line.

- |         |                  | Every<br>day          | Almost<br>every day   | Sometimes             | Never                 |
|---------|------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| ASBG09A | a) I feel tired  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ASBG09B | b) I feel hungry | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## Your School

**G10**

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

Fill **one** circle for each line.

		Agree a lot	Agree a little	Disagree a little	Disagree a lot
ASBG10A	a) I like being in school .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG10B	b) I feel safe when I am at school .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG10C	c) I feel like I belong at this school ....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG10D	d) Teachers at my school are fair to me .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG10E	e) I am proud to go to this school .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## G11

During this school year, how often have other students from your school done any of the following things to you, including through texting or the Internet?

Fill **one** circle for each line.

		At least once a week	Once or twice a month	A few times a year	Never
ASBG11A	a) Made fun of me or called me names .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG11B	b) Left me out of their games or activities .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG11C	c) Spread lies about me .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG11D	d) Stole something from me .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG11E	e) Damaged something of mine on purpose .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG11F	f) Hit or hurt me ( <i>e.g., shoving, hitting, kicking</i> ) .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG11G	g) Made me do things I didn't want to do .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG11H	h) Sent me nasty or hurtful messages online .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG11I	i) Shared nasty or hurtful things about me online .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG11J	j) Shared embarrassing photos of me online .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG11K	k) Threatened me .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Mathematics in school

### MS1

In mathematics lessons, how often do you work problems on your own?

ASBM01

Fill **one** circle only.

Every or almost every lesson -- ☐

About half the lessons -- ☐

Some lessons -- ☐

Never -- ☐

## MS2

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

Fill **one** circle for each line.

		Agree a lot	Agree a little	Disagree a little	Disagree a lot
ASBM02A	a) I enjoy learning mathematics -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBM02B	b) I wish I did not have to study mathematics -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBM02C	c) Mathematics is boring -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBM02D	d) I learn many interesting things in mathematics -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBM02E	e) I like mathematics -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBM02F	f) I like any schoolwork that involves numbers -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBM02G	g) I like to solve mathematics problems -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBM02H	h) I look forward to mathematics lessons -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBM02I	i) Mathematics is one of my favorite subjects -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## MS3

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

Fill **one** circle for each line.

		Agree a lot	Agree a little	Disagree a little	Disagree a lot
ASBM03A	a) I know what my teacher expects me to do -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBM03B	b) My teacher is easy to understand --	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBM03C	c) My teacher has clear answers to my questions -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBM03D	d) My teacher is good at explaining mathematics -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBM03E	e) My teacher does a variety of things to help us learn -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBM03F	f) My teacher explains a topic again when we don't understand ---	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## MS4

How often do these things happen in your  
mathematics lessons?

Fill **one** circle for each line.

		Every or almost every lesson	About half the lessons	Some lessons	Never
		↓	↓	↓	↓
ASBM04A	a) Students don't listen to what the teacher says .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBM04B	b) There is disruptive noise .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBM04C	c) It is too disorderly for students to work well .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBM04D	d) My teacher has to wait a long time for students to quiet down .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBM04E	e) Students interrupt the teacher .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBM04F	f) My teacher has to keep telling us to follow the classroom rules .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## MS5

How much do you agree with these statements about mathematics?

Fill **one** circle for each line.

		Agree a lot	Agree a little	Disagree a little	Disagree a lot
ASBM05A	a) I usually do well in mathematics ---	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBM05B	b) Mathematics is harder for me than for many of my classmates ----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBM05C	c) I am just not good at mathematics -	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBM05D	d) I learn things quickly in mathematics -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBM05E	e) Mathematics makes me nervous----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBM05F	f) I am good at working out difficult mathematics problems -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBM05G	g) My teacher tells me I am good at mathematics -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBM05H	h) Mathematics is harder for me than any other subject -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBM05I	i) Mathematics makes me confused---	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Science in school

### MS6

In science lessons, how often does your teacher ask you to conduct science experiments?

ASBS06

Fill *one* circle only.

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

## MS7

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

Fill **one** circle for each line.

		Agree a lot	Agree a little	Disagree a little	Disagree a lot
ASBS07A	a) I enjoy learning science .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBS07B	b) I wish I did not have to study science .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBS07C	c) Science is boring .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBS07D	d) I learn many interesting things in science .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBS07E	e) I like science .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBS07F	f) I look forward to learning science in school .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBS07G	g) Science teaches me how things in the world work .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBS07H	h) I like to do science experiments ----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBS07I	i) Science is one of my favorite subjects .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## MS8

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

Fill **one** circle for each line.

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
ASBS08A a) I know what my teacher expects me to do -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBS08B b) My teacher is easy to understand --	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBS08C c) My teacher has clear answers to my questions -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBS08D d) My teacher is good at explaining science -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBS08E e) My teacher does a variety of things to help us learn -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBS08F f) My teacher explains a topic again when we don't understand ---	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## MS9

How much do you agree with these statements about science?

Fill **one** circle for each line.

		Agree a lot	Agree a little	Disagree a little	Disagree a lot
ASBS09A	a) I usually do well in science -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBS09B	b) Science is harder for me than for many of my classmates ----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBS09C	c) I am just not good at science -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBS09D	d) I learn things quickly in science -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBS09E	e) My teacher tells me I am good at science -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBS09F	f) Science is harder for me than any other subject -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBS09G	g) Science makes me confused -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Thank You!

Thank you for filling out the questionnaire!





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**<Grade 4>**



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# **SECTION 1.2:** **STUDENT QUESTIONNAIRE —** **eTIMSS SUPPLEMENT** **GRADE 4**

TIMSS 2019 USER GUIDE FOR THE  
INTERNATIONAL DATABASE



**TIMSS & PIRLS**  
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**Exhibit 1.2: International Context Variables for the TIMSS 2019 Student Questionnaire—eTIMSS Supplement (Grade 4)**

TIMSS 2019 Question Number	TIMSS 2019 Variable Name	TIMSS 2019 Variable Description
SQE-01A	ASBE01A	Did you like that this test was on a computer or tablet?
SQE-01Ba	ASBE01BA	Did you have any of these difficulties? It was hard to type
SQE-01Bb	ASBE01BB	Did you have any of these difficulties? I had trouble using the number pad
SQE-01Bc	ASBE01BC	Did you have any of these difficulties? Objects were hard to drag
SQE-01Bd	ASBE01BD	Did you have any of these difficulties? There was no good place to work out my answers
SQE-01Be	ASBE01BE	Did you have any of these difficulties? The computer or tablet was slow
SQE-01Bf	ASBE01BF	Did you have any of these difficulties? I had to start my test over because of a computer or tablet problem
SQE-02a	ASBE02A	At school this year, how often did you use a computer or tablet to do each of the following? Work on a school assignment such as a paper, report, or presentation
SQE-02b	ASBE02B	At school this year, how often did you use a computer or tablet to do each of the following? Mathematics schoolwork
SQE-02c	ASBE02C	At school this year, how often did you use a computer or tablet to do each of the following? Science schoolwork
SQE-02d	ASBE02D	At school this year, how often did you use a computer or tablet to do each of the following? Take a test or quiz
SQE-03a	ASBE03A	How much do you agree with these statements? I am good at using a computer
SQE-03b	ASBE03B	How much do you agree with these statements? I am good at typing
SQE-03c	ASBE03C	How much do you agree with these statements? I can use a touchscreen on a computer, tablet, or smartphone
SQE-03d	ASBE03D	How much do you agree with these statements? It is easy for me to find information on the Internet
SQE-03e	ASBE03E	How much do you agree with these statements? I can look up the meanings of words on the Internet
SQE-03f	ASBE03F	How much do you agree with these statements? I can write sentences and paragraphs using a computer
SQE-03g	ASBE03G	How much do you agree with these statements? I can edit text on a computer



ASBE01A

ASBE01BA

ASBE01BB

ASBE01BC

ASBE01BD

ASBE01BE

ASBE01BF

IEA

eTIMSS

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eTIMSS Questionnaire

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A. Did you like that this test was on a computer or tablet?

☐ I liked it a lot

😊

☐ I liked it a little

🙂

☐ I didn't like it very much

😞

☐ I didn't like it at all

😡

B. Did you have any of these difficulties?

Click one circle for each row.

	Yes	No
a) It was hard to type	<input type="radio"/>	<input type="radio"/>
b) I had trouble using the number pad	<input type="radio"/>	<input type="radio"/>
c) Objects were hard to drag	<input type="radio"/>	<input type="radio"/>
d) There was no good place to work out my answers	<input type="radio"/>	<input type="radio"/>
e) The computer or tablet was slow	<input type="radio"/>	<input type="radio"/>
f) I had to start my test over because of a computer or tablet problem	<input type="radio"/>	<input type="radio"/>

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SECTION 1.2: STUDENT QUESTIONNAIRE—eTIMSS SUPPLEMENT – GRADE 4  
TIMSS 2019 USER GUIDE FOR THE INTERNATIONAL DATABASE

32

At school this year, how often did you use a computer or tablet to do each of the following?

Click one circle for each row.

Every day	Once or twice a week	Once or twice a month	Never or almost never
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

a) Work on a school assignment such as a paper, report, or presentation

b) Mathematics schoolwork

c) Science schoolwork

d) Take a test or quiz

2

At school this year, how often did you use a computer or tablet to do each of the following?

Click one circle for each row.

Every day	Once or twice a week	Once or twice a month	Never or almost never
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

a) Work on a school assignment such as a paper, report, or presentation

b) Mathematics schoolwork

c) Science schoolwork

d) Take a test or quiz

ASBE02A  
ASBE02B  
ASBE02C  
ASBE02D

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ASBE03A

ASBE03B

ASBE03C

ASBE03D

ASBE03E

ASBE03F

ASBE03G

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eTIMSS  
2019

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### eTIMSS Questionnaire

#### 3 How much do you agree with these statements?

Click *one* circle for each row.

Agree a lot    Agree a little    Disagree a little    Disagree a lot

a) I am good at using a computer

☐
☐
☐
☐

b) I am good at typing

☐
☐
☐
☐

c) I can use a touchscreen on a computer, tablet, or smartphone

☐
☐
☐
☐

d) It is easy for me to find information on the Internet

☐
☐
☐
☐

e) I can look up the meanings of words on the Internet

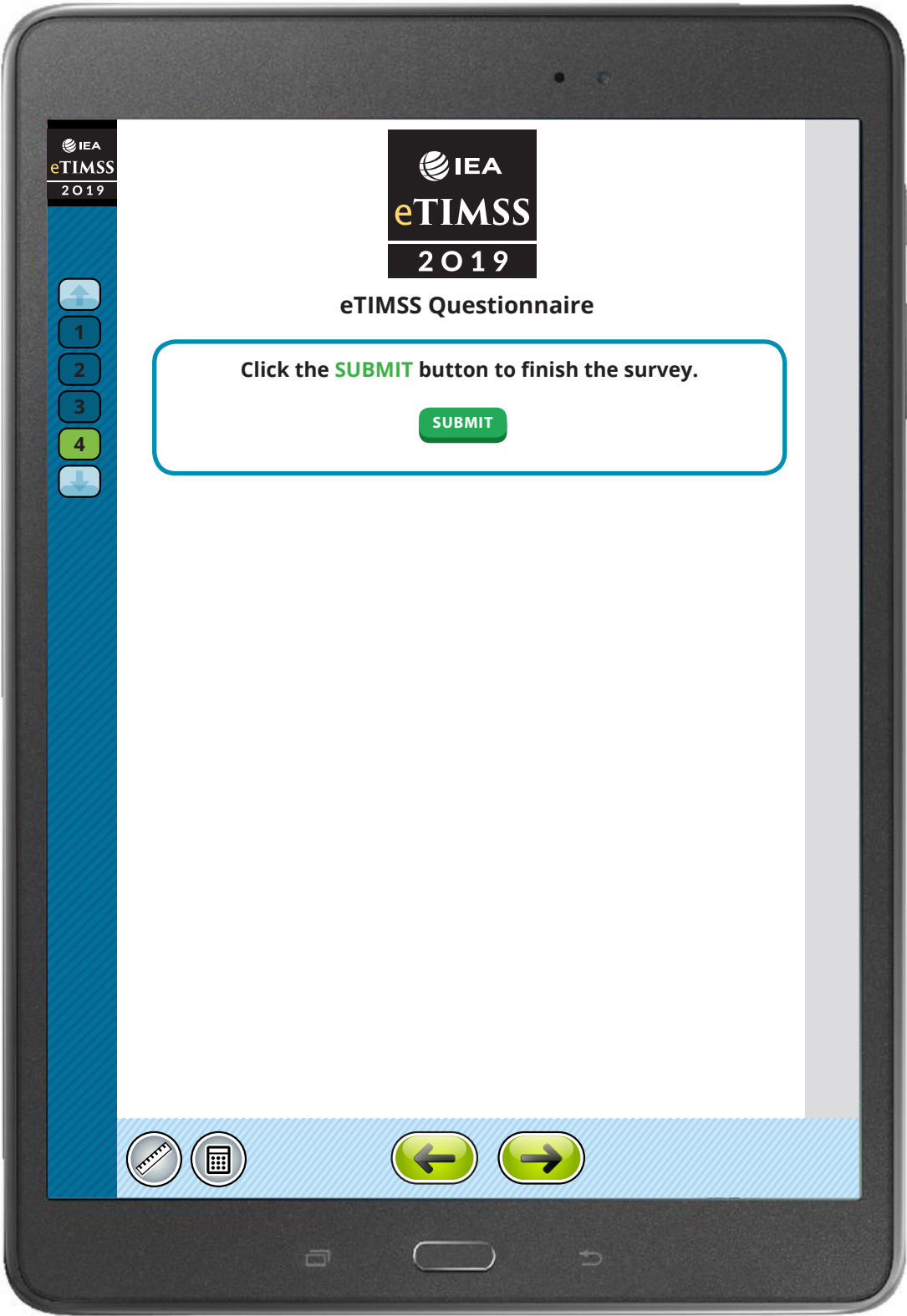
☐
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☐

f) I can write sentences and paragraphs using a computer

☐
☐
☐
☐

g) I can edit text on a computer

☐
☐
☐
☐





# **SECTION 1.4:** **TEACHER QUESTIONNAIRE** **GRADE 4**

TIMSS 2019 USER GUIDE FOR THE  
INTERNATIONAL DATABASE



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**Exhibit 1.4: International Context Variables for the TIMSS 2019 Teacher Questionnaire (Grade 4)**

TIMSS 2019 Question Number	TIMSS 2019 Variable Name	TIMSS 2019 Variable Description	TIMSS 2015 Variable Name	Notes
TQG-01	ATBG01	By the end of this school year, how many years will you have been teaching altogether?	ATBG01	
TQG-02	ATBG02	Are you male or female?	ATBG02	
TQG-03	ATBG03	How old are you?	ATBG03	
TQG-04	ATBG04	What is the highest level of formal education you have completed?	ATBG04	
TQG-05Aa	ATBG05AA	During your <post-secondary> education, what was your major or main area(s) of study? Education—Primary/Elementary	ATBG05AA	
TQG-05Ab	ATBG05AB	During your <post-secondary> education, what was your major or main area(s) of study? Education—Secondary	ATBG05AB	
TQG-05Ac	ATBG05AC	During your <post-secondary> education, what was your major or main area(s) of study? Mathematics	ATBG05AC	
TQG-05Ad	ATBG05AD	During your <post-secondary> education, what was your major or main area(s) of study? Science	ATBG05AD	
TQG-05Ae	ATBG05AE	During your <post-secondary> education, what was your major or main area(s) of study? <language of test>	ATBG05AE	
TQG-05Af	ATBG05AF	During your <post-secondary> education, what was your major or main area(s) of study? Other	ATBG05AF	
TQG-05Ba	ATBG05BA	If your major or main area of study was education, did you have a <specialization> in any of the following? Mathematics	ATBG05BA	
TQG-05Bb	ATBG05BB	If your major or main area of study was education, did you have a <specialization> in any of the following? Science	ATBG05BB	
TQG-05Bc	ATBG05BC	If your major or main area of study was education, did you have a <specialization> in any of the following? Language/reading	ATBG05BC	
TQG-05Bd	ATBG05BD	If your major or main area of study was education, did you have a <specialization> in any of the following? Other subject	ATBG05BD	
TQG-06a	ATBG06A	How would you characterize each of the following within your school? Teachers' understanding of the school's curricular goals	ATBG06A	
TQG-06b	ATBG06B	How would you characterize each of the following within your school? Teachers' degree of success in implementing the school's curriculum	ATBG06B	
TQG-06c	ATBG06C	How would you characterize each of the following within your school? Teachers' expectations for student achievement	ATBG06C	
TQG-06d	ATBG06D	How would you characterize each of the following within your school? Teachers' ability to inspire students	ATBG06E	
TQG-06e	ATBG06E	How would you characterize each of the following within your school? Parental involvement in school activities	ATBG06F	
TQG-06f	ATBG06F	How would you characterize each of the following within your school? Parental commitment to ensure that students are ready to learn	ATBG06G	
TQG-06g	ATBG06G	How would you characterize each of the following within your school? Parental expectations for student achievement	ATBG06H	
TQG-06h	ATBG06H	How would you characterize each of the following within your school? Parental support for student achievement	ATBG06I	
TQG-06i	ATBG06I	How would you characterize each of the following within your school? Students' desire to do well in school	ATBG06K	
TQG-06j	ATBG06J	How would you characterize each of the following within your school? Students' ability to reach school's academic goals	ATBG06L	
TQG-06k	ATBG06K	How would you characterize each of the following within your school? Students' respect for classmates who excel academically	ATBG06M	Modified wording in 2019

Exhibit 1.4: International Context Variables for the TIMSS 2019 Teacher Questionnaire (Grade 4)

TIMSS 2019 Question Number	TIMSS 2019 Variable Name	TIMSS 2019 Variable Description	TIMSS 2015 Variable Name	Notes
TQG-061	ATBG06L	How would you characterize each of the following within your school? Collaboration between school leadership (including master teachers) and teachers to plan instruction	ATBG06O	Modified wording in 2019
TQG-07a	ATBG07A	Thinking about your current school, indicate the extent to which you agree or disagree with each of the following statements. This school is located in a safe neighborhood	ATBG07A	
TQG-07b	ATBG07B	Thinking about your current school, indicate the extent to which you agree or disagree with each of the following statements. I feel safe at this school	ATBG07B	
TQG-07c	ATBG07C	Thinking about your current school, indicate the extent to which you agree or disagree with each of the following statements. This school's security policies and practices are sufficient	ATBG07C	
TQG-07d	ATBG07D	Thinking about your current school, indicate the extent to which you agree or disagree with each of the following statements. The students behave in an orderly manner	ATBG07D	
TQG-07e	ATBG07E	Thinking about your current school, indicate the extent to which you agree or disagree with each of the following statements. The students are respectful of the teachers	ATBG07E	
TQG-07f	ATBG07F	Thinking about your current school, indicate the extent to which you agree or disagree with each of the following statements. The students respect school property	ATBG07F	
TQG-07g	ATBG07G	Thinking about your current school, indicate the extent to which you agree or disagree with each of the following statements. This school has clear rules about student conduct	ATBG07G	
TQG-07h	ATBG07H	Thinking about your current school, indicate the extent to which you agree or disagree with each of the following statements. This school's rules are enforced in a fair and consistent manner	ATBG07H	
TQG-08a	ATBG08A	How often do you feel the following way about being a teacher? I am content with my profession as a teacher	ATBG08A	
TQG-08b	ATBG08B	How often do you feel the following way about being a teacher? I find my work full of meaning and purpose	ATBG08B	
TQG-08c	ATBG08C	How often do you feel the following way about being a teacher? I am enthusiastic about my job	ATBG08C	
TQG-08d	ATBG08D	How often do you feel the following way about being a teacher? My work inspires me	ATBG08D	
TQG-08e	ATBG08E	How often do you feel the following way about being a teacher? I am proud of the work I do	ATBG08E	
TQG-09a	ATBG09A	Indicate the extent to which you agree or disagree with each of the following statements. There are too many students in the classes	ATBG09A	
TQG-09b	ATBG09B	Indicate the extent to which you agree or disagree with each of the following statements. I have too much material to cover in class	ATBG09B	
TQG-09c	ATBG09C	Indicate the extent to which you agree or disagree with each of the following statements. I have too many teaching hours	ATBG09C	
TQG-09d	ATBG09D	Indicate the extent to which you agree or disagree with each of the following statements. I need more time to prepare for class	ATBG09D	
TQG-09e	ATBG09E	Indicate the extent to which you agree or disagree with each of the following statements. I need more time to assist individual students	ATBG09E	
TQG-09f	ATBG09F	Indicate the extent to which you agree or disagree with each of the following statements. I feel too much pressure from parents	ATBG09F	

**Exhibit 1.4: International Context Variables for the TIMSS 2019 Teacher Questionnaire (Grade 4)**

TIMSS 2019 Question Number	TIMSS 2019 Variable Name	TIMSS 2019 Variable Description	TIMSS 2015 Variable Name	Notes
TQG-09g	ATBG09G	Indicate the extent to which you agree or disagree with each of the following statements. I have difficulty keeping up with all of the changes to the curriculum	ATBG11G	
TQG-09h	ATBG09H	Indicate the extent to which you agree or disagree with each of the following statements. I have too many administrative tasks	ATBG11H	
TQG-10A	ATBG10A	How many students are in this class?	ATBG12A	
TQG-10B	ATBG10B	How many of the students in #G10A are in <fourth grade>?	ATBG12B	
TQG-11	ATBG11	How many <fourth grade> students experience difficulties understanding spoken <language of test>?	ATBG13	
TQG-12a	ATBG12A	How often do you do the following in teaching this class? Relate the lesson to students' daily lives	ATBG14A	
TQG-12b	ATBG12B	How often do you do the following in teaching this class? Ask students to explain their answers	ATBG14B	
TQG-12c	ATBG12C	How often do you do the following in teaching this class? Bring interesting materials to class	ATBG14C	
TQG-12d	ATBG12D	How often do you do the following in teaching this class? Ask students to complete challenging exercises that require them to go beyond the instruction	ATBG14D	
TQG-12e	ATBG12E	How often do you do the following in teaching this class? Encourage classroom discussions among students	ATBG14E	
TQG-12f	ATBG12F	How often do you do the following in teaching this class? Link new content to students' prior knowledge	ATBG14F	
TQG-12g	ATBG12G	How often do you do the following in teaching this class? Ask students to decide their own problem solving procedures	ATBG14G	
TQG-12h	ATBG12H	How often do you do the following in teaching this class? Encourage students to express their ideas in class	ATBG14H	
TQG-13a	ATBG13A	In your view, to what extent do the following limit how you teach this class? Students lacking prerequisite knowledge or skills	ATBG15A	
TQG-13b	ATBG13B	In your view, to what extent do the following limit how you teach this class? Students suffering from lack of basic nutrition	ATBG15B	
TQG-13c	ATBG13C	In your view, to what extent do the following limit how you teach this class? Students suffering from not enough sleep	ATBG15C	
TQG-13d	ATBG13D	In your view, to what extent do the following limit how you teach this class? Students absent from class		
TQG-13e	ATBG13E	In your view, to what extent do the following limit how you teach this class? Disruptive students	ATBG15D	
TQG-13f	ATBG13F	In your view, to what extent do the following limit how you teach this class? Uninterested students	ATBG15E	
TQG-13g	ATBG13G	In your view, to what extent do the following limit how you teach this class? Students with mental, emotional, or psychological impairment	ATBG15G	Modified wording in 2019
TQG-13h	ATBG13H	In your view, to what extent do the following limit how you teach this class? Students with difficulties understanding the language of instruction		
TQM-01	ATBM01	In a typical week, how much time do you spend teaching mathematics to the students in this class? (minutes)	ATBM01	
TQM-02a	ATBM02A	In teaching mathematics to this class, how often do you ask students to do the following? Listen to me explain new mathematics content	ATBM03A	
TQM-02b	ATBM02B	In teaching mathematics to this class, how often do you ask students to do the following? Listen to me explain how to solve problems	ATBM03B	

**Exhibit 1.4: International Context Variables for the TIMSS 2019 Teacher Questionnaire (Grade 4)**

TIMSS 2019 Question Number	TIMSS 2019 Variable Name	TIMSS 2019 Variable Description	TIMSS 2015 Variable Name	Notes
TQM-02c	ATBM02C	In teaching mathematics to this class, how often do you ask students to do the following? Memorize rules, procedures, and facts	ATBM03C	
TQM-02d	ATBM02D	In teaching mathematics to this class, how often do you ask students to do the following? Practice procedures on their own		
TQM-02e	ATBM02E	In teaching mathematics to this class, how often do you ask students to do the following? Apply what they have learned to new problem situations on their own		
TQM-02f	ATBM02F	In teaching mathematics to this class, how often do you ask students to do the following? Work problems together in the whole class with direct guidance from me	ATBM03E	
TQM-02g	ATBM02G	In teaching mathematics to this class, how often do you ask students to do the following? Work in mixed ability groups	ATBM03H	
TQM-02h	ATBM02H	In teaching mathematics to this class, how often do you ask students to do the following? Work in same ability groups	ATBM03I	
TQM-03	ATBM03	Are the students in this class permitted to use calculators during mathematics lessons?	ATBM04	
TQM-04A	ATBM04A	Do the students in this class have computers (including tablets) available to use during their mathematics lessons?	ATBM05A	
TQM-04Ba	ATBM04BA	What access do the students have to computers? Each student has a computer	ATBM05BA	
TQM-04Bb	ATBM04BB	What access do the students have to computers? The class has computers that students can share	ATBM05BB	
TQM-04Bc	ATBM04BC	What access do the students have to computers? The school has computers that the class can use sometimes	ATBM05BC	
TQM-04Ca	ATBM04CA	How often do you do activities on computers during mathematics lessons to support learning for: Whole class		
TQM-04Cb	ATBM04CB	How often do you do activities on computers during mathematics lessons to support learning for: Low-performing students		
TQM-04Cc	ATBM04CC	How often do you do activities on computers during mathematics lessons to support learning for: High-performing students		
TQM-04Cd	ATBM04CD	How often do you do activities on computers during mathematics lessons to support learning for: Students with special needs		
TQM-05Aa	ATBM05AA	When students in this class have been taught each of the following mathematics topics. Number: Concepts of whole numbers, including place value and ordering	See TQM-06 in 2015 for sub-topics	
TQM-05Ab	ATBM05AB	When students in this class have been taught each of the following mathematics topics. Number: Adding, subtracting, multiplying, and dividing with whole numbers	See TQM-06 in 2015 for sub-topics	
TQM-05Ac	ATBM05AC	When students in this class have been taught each of the following mathematics topics. Number: Concepts of multiples and factors; odd and even numbers	See TQM-06 in 2015 for sub-topics	
TQM-05Ad	ATBM05AD	When students in this class have been taught each of the following mathematics topics. Number: Number sentences (finding the missing number, representing problem situations with number sentences)	See TQM-06 in 2015 for sub-topics	
TQM-05Ae	ATBM05AE	When students in this class have been taught each of the following mathematics topics. Number: Number patterns (extending number patterns and finding missing terms)	See TQM-06 in 2015 for sub-topics	

**Exhibit 1.4: International Context Variables for the TIMSS 2019 Teacher Questionnaire (Grade 4)**

TIMSS 2019 Question Number	TIMSS 2019 Variable Name	TIMSS 2019 Variable Description	TIMSS 2015 Variable Name	Notes
TQM-05Af	ATBM05AF	When students in this class have been taught each of the following mathematics topics. Number: Concepts of fractions, including representing, comparing and ordering, adding and subtracting simple fractions	See TQM-06 in 2015 for sub-topics	
TQM-05Ag	ATBM05AG	When students in this class have been taught each of the following mathematics topics. Number: Concepts of decimals, including place value and ordering, adding and subtracting with decimals	See TQM-06 in 2015 for sub-topics	
TQM-05Ba	ATBM05BA	When students in this class have been taught each of the following mathematics topics. Measurement and Geometry: Solving problems involving length, including measuring and estimating	See TQM-06 in 2015 for sub-topics	
TQM-05Bb	ATBM05BB	When students in this class have been taught each of the following mathematics topics. Measurement and Geometry: Solving problems involving mass, volume, and time	See TQM-06 in 2015 for sub-topics	
TQM-05Bc	ATBM05BC	When students in this class have been taught each of the following mathematics topics. Measurement and Geometry: Finding and estimating perimeter, area, and volume	See TQM-06 in 2015 for sub-topics	
TQM-05Bd	ATBM05BD	When students in this class have been taught each of the following mathematics topics. Measurement and Geometry: Parallel and perpendicular lines	See TQM-06 in 2015 for sub-topics	
TQM-05Be	ATBM05BE	When students in this class have been taught each of the following mathematics topics. Measurement and Geometry: Comparing and drawing angles	See TQM-06 in 2015 for sub-topics	
TQM-05Bf	ATBM05BF	When students in this class have been taught each of the following mathematics topics. Measurement and Geometry: Elementary properties of common geometric shapes	See TQM-06 in 2015 for sub-topics	
TQM-05Bg	ATBM05BG	When students in this class have been taught each of the following mathematics topics. Measurement and Geometry: Three-dimensional shapes, including relationships with their two-dimensional representations	See TQM-06 in 2015 for sub-topics	
TQM-05Ca	ATBM05CA	When students in this class have been taught each of the following mathematics topics. Data: Reading and interpreting data from tables, pictographs, bar graphs, line graphs, and pie charts	See TQM-06 in 2015 for sub-topics	
TQM-05Cb	ATBM05CB	When students in this class have been taught each of the following mathematics topics. Data: Organizing and representing data to help answer questions	See TQM-06 in 2015 for sub-topics	
TQM-05Cc	ATBM05CC	When students in this class have been taught each of the following mathematics topics. Data: Drawing conclusions from data displays	See TQM-06 in 2015 for	
TQM-06A	ATBM06A	How often do you usually assign mathematics homework to the students in this class?	ATBM07A	
TQM-06B	ATBM06B	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.)	ATBM07B	
TQM-06Ca	ATBM06CA	How often do you do the following with the mathematics homework assignments for this class? Correct assignments and give feedback to students	ATBM07CA	
TQM-06Cb	ATBM06CB	How often do you do the following with the mathematics homework assignments for this class? Discuss the homework in class	ATBM07CB	
TQM-06Cc	ATBM06CC	How often do you do the following with the mathematics homework assignments for this class? Monitor whether or not the homework was completed	ATBM07CC	

**Exhibit 1.4: International Context Variables for the TIMSS 2019 Teacher Questionnaire (Grade 4)**

TIMSS 2019 Question Number	TIMSS 2019 Variable Name	TIMSS 2019 Variable Description	TIMSS 2015 Variable Name	Notes
TQM-07a	ATBM07A	How much importance do you place on the following assessment strategies in mathematics? Observing students as they work		
TQM-07b	ATBM07B	How much importance do you place on the following assessment strategies in mathematics? Asking students to answer questions during class		
TQM-07c	ATBM07C	How much importance do you place on the following assessment strategies in mathematics? Short, regular written assessments		
TQM-07d	ATBM07D	How much importance do you place on the following assessment strategies in mathematics? Longer tests (e.g., unit tests or exams)		
TQM-07e	ATBM07E	How much importance do you place on the following assessment strategies in mathematics? Long-term projects		
TQM-08	ATBM08	About how often do <fourth grade> students in this class take mathematics tests on computers or tablets?		
TQM-09Aa	ATBM09AA	In the past two years, have you participated in professional development in any of the following? Mathematics content	ATBM09A	Modified format in 2019
TQM-09Ab	ATBM09AB	In the past two years, have you participated in professional development in any of the following? Mathematics pedagogy/instruction	ATBM09B	Modified format in 2019
TQM-09Ac	ATBM09AC	In the past two years, have you participated in professional development in any of the following? Mathematics curriculum	ATBM09C	Modified format in 2019
TQM-09Ad	ATBM09AD	In the past two years, have you participated in professional development in any of the following? Integrating technology into mathematics instruction	ATBM09D	Modified wording and format in 2019
TQM-09Ae	ATBM09AE	In the past two years, have you participated in professional development in any of the following? Improving students' critical thinking or problem solving skills	ATBM09E	Modified format in 2019
TQM-09Af	ATBM09AF	In the past two years, have you participated in professional development in any of the following? Mathematics assessment	ATBM09F	Modified format in 2019
TQM-09Ag	ATBM09AG	In the past two years, have you participated in professional development in any of the following? Addressing individual students' needs	ATBM09G	Modified format in 2019
TQM-09Ba	ATBM09BA	Do you need future professional development in any of the following? Mathematics content		
TQM-09Bb	ATBM09BB	Do you need future professional development in any of the following? Mathematics pedagogy/instruction		
TQM-09Bc	ATBM09BC	Do you need future professional development in any of the following? Mathematics curriculum		
TQM-09Bd	ATBM09BD	Do you need future professional development in any of the following? Integrating technology into mathematics instruction		
TQM-09Be	ATBM09BE	Do you need future professional development in any of the following? Improving students' critical thinking or problem solving skills		
TQM-09Bf	ATBM09BF	Do you need future professional development in any of the following? Mathematics assessment		
TQM-09Bg	ATBM09BG	Do you need future professional development in any of the following? Addressing individual students' needs		
TQM-10	ATBM10	In the past two years, how many hours in total have you spent in formal <in-service/professional development> for mathematics?	ATBM10	
TQS-01A	ATBS01A	Is science taught mainly as a separate subject (i.e., not integrated with other subjects) to the students in this class?	ATBS01A	
TQS-01B	ATBS01B	Please estimate the time that you spend on science topics with students in this class (minutes per week).	ATBS01B	



**Exhibit 1.4: International Context Variables for the TIMSS 2019 Teacher Questionnaire (Grade 4)**

TIMSS 2019 Question Number	TIMSS 2019 Variable Name	TIMSS 2019 Variable Description	TIMSS 2015 Variable Name	Notes
TQS-02a	ATBS02A	In teaching science to the students in this class, how often do you ask them to do the following? Listen to me explain new science content	ATBS03A	
TQS-02b	ATBS02B	In teaching science to the students in this class, how often do you ask them to do the following? Observe natural phenomena such as the weather or a plant growing and describe what they see	ATBS03B	
TQS-02c	ATBS02C	In teaching science to the students in this class, how often do you ask them to do the following? Watch me demonstrate an experiment or investigation	ATBS03C	
TQS-02d	ATBS02D	In teaching science to the students in this class, how often do you ask them to do the following? Design or plan experiments or investigations	ATBS03D	
TQS-02e	ATBS02E	In teaching science to the students in this class, how often do you ask them to do the following? Conduct experiments or investigations	ATBS03E	
TQS-02f	ATBS02F	In teaching science to the students in this class, how often do you ask them to do the following? Present data from experiments or investigations	ATBS03F	
TQS-02g	ATBS02G	In teaching science to the students in this class, how often do you ask them to do the following? Interpret data from experiments or investigations	ATBS03G	
TQS-02h	ATBS02H	In teaching science to the students in this class, how often do you ask them to do the following? Use evidence from experiments or investigations to support conclusions	ATBS03H	
TQS-02i	ATBS02I	In teaching science to the students in this class, how often do you ask them to do the following? Read their textbooks or other resource materials	ATBS03I	
TQS-02j	ATBS02J	In teaching science to the students in this class, how often do you ask them to do the following? Have students memorize facts and principles	ATBS03J	
TQS-02k	ATBS02K	In teaching science to the students in this class, how often do you ask them to do the following? Do field work outside the class	ATBS03K	
TQS-02l	ATBS02L	In teaching science to the students in this class, how often do you ask them to do the following? Work in mixed ability groups	ATBS03M	
TQS-02m	ATBS02M	In teaching science to the students in this class, how often do you ask them to do the following? Work in same ability groups	ATBS03N	
TQS-03A	ATBS03A	Do the students in this class have computers (including tablets) available to use during their science lessons?	ATBS04A	
TQS-03Ba	ATBS03BA	What access do the students have to computers? Each student has a computer	ATBS04BA	
TQS-03Bb	ATBS03BB	What access do the students have to computers? The class has computers that students can share	ATBS04BB	
TQS-03Bc	ATBS03BC	What access do the students have to computers? The school has computers that the class can use sometimes	ATBS04BC	
TQS-03Ca	ATBS03CA	How often do you do activities on computers during science lessons to support learning for: Whole class		
TQS-03Cb	ATBS03CB	How often do you do activities on computers during science lessons to support learning for: Low-performing students		
TQS-03Cc	ATBS03CC	How often do you do activities on computers during science lessons to support learning for: High-performing students		
TQS-03Cd	ATBS03CD	How often do you do activities on computers during science lessons to support learning for: Students with special needs		
TQS-04Aa	ATBS04AA	When students in this class have been taught each of the following science topics. Life Science: Physical and behavioral characteristics of living things and major groups of living things (e.g., mammals, birds, insects, flowering plants)	See TQS-05 in 2015 for sub-topics	

**Exhibit 1.4: International Context Variables for the TIMSS 2019 Teacher Questionnaire (Grade 4)**

TIMSS 2019 Question Number	TIMSS 2019 Variable Name	TIMSS 2019 Variable Description	TIMSS 2015 Variable Name	Notes
TQS-04Ab	ATBS04AB	When students in this class have been taught each of the following science topics. Life Science: Major body structures and their functions in humans, other animals, and plants	See TQS-05 in 2015 for sub-topics	
TQS-04Ac	ATBS04AC	When students in this class have been taught each of the following science topics. Life Science: Life cycles of common plants and animals (e.g., flowering plants, butterflies, frogs)	See TQS-05 in 2015 for sub-topics	
TQS-04Ad	ATBS04AD	When students in this class have been taught each of the following science topics. Life Science: Characteristics of plants and animals that are inherited	See TQS-05 in 2015 for sub-topics	
TQS-04Ae	ATBS04AE	When students in this class have been taught each of the following science topics. Life Science: Interactions between organisms and their environments (e.g., physical features and behaviors that help living things survive in their environments)	See TQS-05 in 2015 for sub-topics	
TQS-04Af	ATBS04AF	When students in this class have been taught each of the following science topics. Life Science: Relationships in ecosystems (e.g., simple food chains, predator-prey relationships, competition)	See TQS-05 in 2015 for sub-topics	
TQS-04Ag	ATBS04AG	When students in this class have been taught each of the following science topics. Life Science: Human health (transmission and prevention of diseases, everyday behaviors that promote good health)	See TQS-05 in 2015 for sub-topics	
TQS-04Ba	ATBS04BA	When students in this class have been taught each of the following science topics. Physical Science: States of matter (solid, liquid, gas) and their properties (volume, shape)	See TQS-05 in 2015 for sub-topics	
TQS-04Bb	ATBS04BB	When students in this class have been taught each of the following science topics. Physical Science: Classifying materials based on physical properties (e.g., weight/mass, volume, state of matter, conductivity of heat or electricity)	See TQS-05 in 2015 for sub-topics	
TQS-04Bc	ATBS04BC	When students in this class have been taught each of the following science topics. Physical Science: Mixtures, including methods for separating a mixture into its components (e.g., sifting, filtering, evaporation, using a magnet)	See TQS-05 in 2015 for sub-topics	
TQS-04Bd	ATBS04BD	When students in this class have been taught each of the following science topics. Physical Science: Properties of magnets (e.g., like poles repel and opposite poles attract, magnets can attract some objects)	See TQS-05 in 2015 for sub-topics	
TQS-04Be	ATBS04BE	When students in this class have been taught each of the following science topics. Physical Science: Physical changes in everyday life (e.g., changes of state, dissolving)	See TQS-05 in 2015 for sub-topics	
TQS-04Bf	ATBS04BF	When students in this class have been taught each of the following science topics. Physical Science: Chemical changes in everyday life (e.g., decaying, burning, rusting, cooking)	See TQS-05 in 2015 for sub-topics	
TQS-04Bg	ATBS04BG	When students in this class have been taught each of the following science topics. Physical Science: Common sources of energy (e.g., the Sun, wind, oil) and uses of energy (heating and cooling homes, providing light)	See TQS-05 in 2015 for sub-topics	
TQS-04Bh	ATBS04BH	When students in this class have been taught each of the following science topics. Physical Science: Light and sound in everyday life (e.g., shadows and reflections, vibrating objects make sound)	See TQS-05 in 2015 for sub-topics	
TQS-04Bi	ATBS04BI	When students in this class have been taught each of the following science topics. Physical Science: Heat transfer (e.g., energy flows from a hot object to a colder object)	See TQS-05 in 2015 for sub-topics	



**Exhibit 1.4: International Context Variables for the TIMSS 2019 Teacher Questionnaire (Grade 4)**

TIMSS 2019 Question Number	TIMSS 2019 Variable Name	TIMSS 2019 Variable Description	TIMSS 2015 Variable Name	Notes
TQS-04Bj	ATBS04BJ	When students in this class have been taught each of the following science topics. Physical Science: Electricity and simple electrical circuits (e.g., a circuit must be complete to work correctly)	See TQS-05 in 2015 for sub-topics	
TQS-04Bk	ATBS04BK	When students in this class have been taught each of the following science topics. Physical Science: Forces that cause objects to move (e.g., gravity, pushing/pulling) or change their motion (e.g., friction)	See TQS-05 in 2015 for sub-topics	
TQS-04Bl	ATBS04BL	When students in this class have been taught each of the following science topics. Physical Science: Simple machines (e.g., levers, pulleys, wheels, ramps) that help make motion easier	See TQS-05 in 2015 for sub-topics	
TQS-04Ca	ATBS04CA	When students in this class have been taught each of the following science topics. Earth Science: Physical makeup of Earth's surface (e.g., land and water in unequal proportions, sources of fresh and salt water)	See TQS-05 in 2015 for sub-topics	
TQS-04Cb	ATBS04CB	When students in this class have been taught each of the following science topics. Earth Science: Earth's resources used in everyday life (e.g., water, wind, soil, forests, oil, natural gas, minerals)	See TQS-05 in 2015 for sub-topics	
TQS-04Cc	ATBS04CC	When students in this class have been taught each of the following science topics. Earth Science: Changes in Earth's surface over time (e.g., mountain building, weathering, erosion)	See TQS-05 in 2015 for sub-topics	
TQS-04Cd	ATBS04CD	When students in this class have been taught each of the following science topics. Earth Science: Fossils and what they can tell us about past conditions on Earth	See TQS-05 in 2015 for sub-topics	
TQS-04Ce	ATBS04CE	When students in this class have been taught each of the following science topics. Earth Science: Weather and climate (e.g., daily, seasonal, and locational variations versus long term trends)	See TQS-05 in 2015 for sub-topics	
TQS-04Cf	ATBS04CF	When students in this class have been taught each of the following science topics. Earth Science: Objects in the Solar System (the Sun, the Earth, the Moon, and other planets) and their movements	See TQS-05 in 2015 for sub-topics	
TQS-04Cg	ATBS04CG	When students in this class have been taught each of the following science topics. Earth Science: Earth's motion and related patterns observed on Earth (e.g., day and night, seasons)	See TQS-05 in 2015 for sub-topics	
TQS-05A	ATBS05A	How often do you usually assign science homework to the students in this class?	ATBS06A	
TQS-05B	ATBS05B	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.)	ATBS06B	
TQS-05Ca	ATBS05CA	How often do you do the following with the science homework assignments for this class? Correct assignments and give feedback to students	ATBS06CA	
TQS-05Cb	ATBS05CB	How often do you do the following with the science homework assignments for this class? Discuss the homework in class	ATBS06CB	
TQS-05Cc	ATBS05CC	How often do you do the following with the science homework assignments for this class? Monitor whether or not the homework was completed	ATBS06CC	
TQS-06a	ATBS06A	How much importance do you place on the following assessment strategies in science? Observing students as they work		
TQS-06b	ATBS06B	How much importance do you place on the following assessment strategies in science? Asking students to answer questions during class		
TQS-06c	ATBS06C	How much importance do you place on the following assessment strategies in science? Short, regular written assessments		

**Exhibit 1.4: International Context Variables for the TIMSS 2019 Teacher Questionnaire (Grade 4)**

TIMSS 2019 Question Number	TIMSS 2019 Variable Name	TIMSS 2019 Variable Description	TIMSS 2015 Variable Name	Notes
TQS-06d	ATBS06D	How much importance do you place on the following assessment strategies in science? Longer tests (e.g., unit tests or exams)		
TQS-06e	ATBS06E	How much importance do you place on the following assessment strategies in science? Long-term projects		
TQS-07	ATBS07	About how often do <fourth grade> students in this class take science tests on computers or tablets?		
TQS-08Aa	ATBS08AA	In the past two years, have you participated in professional development in any of the following? Science content	ATBS08A	Modified format in 2019
TQS-08Ab	ATBS08AB	In the past two years, have you participated in professional development in any of the following? Science pedagogy/instruction	ATBS08B	Modified format in 2019
TQS-08Ac	ATBS08AC	In the past two years, have you participated in professional development in any of the following? Science curriculum	ATBS08C	Modified format in 2019
TQS-08Ad	ATBS08AD	In the past two years, have you participated in professional development in any of the following? Integrating technology into science instruction	ATBS08D	Modified wording and format in 2019
TQS-08Ae	ATBS08AE	In the past two years, have you participated in professional development in any of the following? Improving students' critical thinking or inquiry skills	ATBS08E	Modified format in 2019
TQS-08Af	ATBS08AF	In the past two years, have you participated in professional development in any of the following? Science assessment	ATBS08F	Modified format in 2019
TQS-08Ag	ATBS08AG	In the past two years, have you participated in professional development in any of the following? Addressing individual students' needs	ATBS08G	Modified format in 2019
TQS-08Ah	ATBS08AH	In the past two years, have you participated in professional development in any of the following? Integrating science with other subjects	ATBS08H	Modified format in 2019
TQS-08Ba	ATBS08BA	Do you need future professional development in any of the following? Science content		
TQS-08Bb	ATBS08BB	Do you need future professional development in any of the following? Science pedagogy/instruction		
TQS-08Bc	ATBS08BC	Do you need future professional development in any of the following? Science curriculum		
TQS-08Bd	ATBS08BD	Do you need future professional development in any of the following? Integrating technology into science instruction		
TQS-08Be	ATBS08BE	Do you need future professional development in any of the following? Improving students' critical thinking or inquiry skills		
TQS-08Bf	ATBS08BF	Do you need future professional development in any of the following? Science assessment		
TQS-08Bg	ATBS08BG	Do you need future professional development in any of the following? Addressing individual students' needs		
TQS-08Bh	ATBS08BH	Do you need future professional development in any of the following? Integrating science with other subjects (e.g., mathematics, technology)		
TQS-09	ATBS09	In the past two years, how many hours in total have you spent in formal <in-service/professional development> for science?	ATBS09	



Identification Label

TRENDS IN INTERNATIONAL MATHEMATICS AND SCIENCE STUDY

# Teacher Questionnaire

**<Grade 4>**

<TIMSS National Research Center Name>  
<Address>

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**TIMSS & PIRLS**  
International Study Center  
Lynch School of Education  
BOSTON COLLEGE

## Teacher Questionnaire

Your school has agreed to participate in TIMSS 2019 (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 almost 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 primary/elementary education in <country>.

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 <country>. 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 35 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 place it in the accompanying envelope and return it to:

<Insert country-specific information here>.

Thank you.

# TIMSS 2019

## About You

**G1**

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

ATBG01

\_\_\_\_\_ years  
Please **round** to the nearest whole number.

**G2**

Are you female or male?

ATBG02

Check **one** circle only.

Female --- ☐

Male --- ☐

**G3**

How old are you?

ATBG03

Check **one** circle only.

Under 25 --- ☐

25–29 --- ☐

30–39 --- ☐

40–49 --- ☐

50–59 --- ☐

60 or more --- ☐

**G4**

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

ATBG04

Check **one** circle only.

Did not complete <Upper secondary education—ISCED Level 3> --- ☐

<Upper secondary education—ISCED Level 3> --- ☐

(If you have not completed <post-secondary or tertiary education>, go to #G6)

<Post-secondary, non-tertiary education—ISCED Level 4> --- ☐

<Short-cycle tertiary education—ISCED Level 5> --- ☐

<Bachelor's or equivalent level—ISCED Level 6> --- ☐

<Master's or equivalent level—ISCED Level 7> --- ☐

<Doctor or equivalent level—ISCED Level 8> --- ☐

**G5**

A. During your <post-secondary> education, what was your **major or main** area(s) of study?

Check **one** circle for each line.

ATBG05AA

a) Education—Primary/Elementary ----- ☐ Yes ☐ No

ATBG05AB

b) Education—Secondary ----- ☐ Yes ☐ No

ATBG05AC

c) Mathematics ----- ☐ Yes ☐ No

ATBG05AD

d) Science ----- ☐ Yes ☐ No

ATBG05AE

e) <language of test> ----- ☐ Yes ☐ No

ATBG05AF

f) Other ----- ☐ Yes ☐ No

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

Check **one** circle for each line.

ATBG05BA

a) Mathematics ----- ☐ Yes ☐ No

ATBG05BB

b) Science ----- ☐ Yes ☐ No

ATBG05BC

c) Language/reading ----- ☐ Yes ☐ No

ATBG05BD

d) Other subject ----- ☐ Yes ☐ No

## School Emphasis on Academic Success

G6

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

Check **one** circle for each line.

	Very high	High	Medium	Low	Very low
ATBG06A a) Teachers' understanding of the school's curricular goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ATBG06B b) Teachers' degree of success in implementing the school's curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ATBG06C c) Teachers' expectations for student achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ATBG06D d) Teachers' ability to inspire students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ATBG06E e) Parental involvement in school activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ATBG06F f) Parental commitment to ensure that students are ready to learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ATBG06G g) Parental expectations for student achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ATBG06H h) Parental support for student achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ATBG06I i) Students' desire to do well in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ATBG06J j) Students' ability to reach school's academic goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ATBG06K k) Students' respect for classmates who excel academically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ATBG06L l) Collaboration between school leadership (including master teachers) and teachers to plan instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## School Environment

G7

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

Check **one** circle for each line.

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
ATBG07A a) This school is located in a safe neighborhood	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ATBG07B b) I feel safe at this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ATBG07C c) This school's security policies and practices are sufficient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ATBG07D d) The students behave in an orderly manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ATBG07E e) The students are respectful of the teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ATBG07F f) The students respect school property	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ATBG07G g) This school has clear rules about student conduct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ATBG07H h) This school's rules are enforced in a fair and consistent manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## About Being a Teacher

G8

How often do you feel the following way about being a teacher?

Check **one** circle for each line.

Very often  
Often  
Sometimes  
Never or almost never

- ATBG08A a) I am content with my profession as a teacher ----- ○ — ○ — ○ — ○
- ATBG08B b) I find my work full of meaning and purpose ----- ○ — ○ — ○ — ○
- ATBG08C c) I am enthusiastic about my job ----- ○ — ○ — ○ — ○
- ATBG08D d) My work inspires me ----- ○ — ○ — ○ — ○
- ATBG08E e) I am proud of the work I do --- ○ — ○ — ○ — ○

G9

Indicate the extent to which you agree or disagree with each of the following statements.

Check **one** circle for each line.

Agree a lot  
Agree a little  
Disagree a little  
Disagree a lot

- ATBG09A a) There are too many students in the classes ----- ○ — ○ — ○ — ○
- ATBG09B b) I have too much material to cover in class ----- ○ — ○ — ○ — ○
- ATBG09C c) I have too many teaching hours ----- ○ — ○ — ○ — ○
- ATBG09D d) I need more time to prepare for class ----- ○ — ○ — ○ — ○
- ATBG09E e) I need more time to assist individual students ----- ○ — ○ — ○ — ○
- ATBG09F f) I feel too much pressure from parents ----- ○ — ○ — ○ — ○
- ATBG09G g) I have difficulty keeping up with all of the changes to the curriculum ----- ○ — ○ — ○ — ○
- ATBG09H h) I have too many administrative tasks ----- ○ — ○ — ○ — ○

## About Teaching the TIMSS Class

### G10

#### A. How many students are in this class?

ATBG10A

\_\_\_\_\_ students  
Write in the number.

#### B. How many of the students in #G10A are in <fourth grade>?

ATBG10B

\_\_\_\_\_ <fourth grade> students  
Write in the number.

### G11

#### How many <fourth grade> students experience difficulties understanding spoken <language of test>?

ATBG11

\_\_\_\_\_ students in this class  
Write in the number.

### G12

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

Check **one** circle for each line.

Every or almost every lesson

About half the lessons

Some lessons

Never

ATBG12A a) Relate the lesson to students' daily lives ----- ☐ — ☐ — ☐ — ☐

ATBG12B b) Ask students to explain their answers ----- ☐ — ☐ — ☐ — ☐

ATBG12C c) Bring interesting materials to class ----- ☐ — ☐ — ☐ — ☐

ATBG12D d) Ask students to complete challenging exercises that require them to go beyond the instruction ----- ☐ — ☐ — ☐ — ☐

ATBG12E e) Encourage classroom discussions among students ----- ☐ — ☐ — ☐ — ☐

ATBG12F f) Link new content to students' prior knowledge ---- ☐ — ☐ — ☐ — ☐

ATBG12G g) Ask students to decide their own problem solving procedures ----- ☐ — ☐ — ☐ — ☐

ATBG12H h) Encourage students to express their ideas in class ---- ☐ — ☐ — ☐ — ☐



**G13**

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

Check **one** circle for each line.

Not at all  
Some  
A lot

- ATBG13A a) Students lacking prerequisite knowledge or skills ----- ○ — ○ — ○
- ATBG13B b) Students suffering from lack of basic nutrition ----- ○ — ○ — ○
- ATBG13C c) Students suffering from not enough sleep ----- ○ — ○ — ○
- ATBG13D d) Students absent from class ----- ○ — ○ — ○
- ATBG13E e) Disruptive students ----- ○ — ○ — ○
- ATBG13F f) Uninterested students ----- ○ — ○ — ○
- ATBG13G g) Students with mental, emotional, or psychological impairment ----- ○ — ○ — ○
- ATBG13H h) Students with difficulties understanding the language of instruction ----- ○ — ○ — ○

## Teaching Mathematics to the TIMSS Class

**M1**

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

ATBM01

\_\_\_\_\_ minutes per week  
Write in the number of minutes per week.  
Please convert the number of hours into minutes.

**M2**

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

Check **one** circle for each line.

Every or almost every lesson

About half the lessons

Some lessons

Never

- |         |   |                       |                       |                       |                       |
|---------|---|-----------------------|-----------------------|-----------------------|-----------------------|
| ATBM02A | a) Listen to me explain new mathematics content -----                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ATBM02B | b) Listen to me explain how to solve problems -----                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ATBM02C | c) Memorize rules, procedures, and facts -----                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ATBM02D | d) Practice procedures on their own -----                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ATBM02E | e) Apply what they have learned to new problem situations on their own -----    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ATBM02F | f) Work problems together in the whole class with direct guidance from me ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ATBM02G | g) Work in mixed ability groups --  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ATBM02H | h) Work in same ability groups --   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## Using Calculators and Computers for Teaching Mathematics to the TIMSS Class

**M3**

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

ATBM03

Check **one** circle only.


- Yes, with unrestricted use --- ☐
- Yes, with restricted use --- ☐
- No, calculators are not permitted --- ☐

**M4**

**A. Do the students in this class have computers (including tablets) available to use during their mathematics lessons?**

ATBM04A

Check **one** circle only.

- Yes --- ☐
- No --- ☐ 
- (If No, go to #M5)

**If Yes,**

**B. What access do the students have to computers?**

Check **one** circle for each line.

- |   | Yes                   | No                    |
|---|-----------------------|-----------------------|
| ATBM04BA a) Each student has a computer -----                               | <input type="radio"/> | <input type="radio"/> |
| ATBM04BB b) The class has computers that students can share -----           | <input type="radio"/> | <input type="radio"/> |
| ATBM04BC c) The school has computers that the class can use sometimes ----- | <input type="radio"/> | <input type="radio"/> |

**C. How often do you do activities on computers during mathematics lessons to support learning for:**

Check **one** circle for each line.

- |   | Every or almost every day | Once or twice a week  | Once or twice a month | Never or almost never |
|---|---------------------------|-----------------------|-----------------------|-----------------------|
| ATBM04CA a) Whole class -----                 | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ATBM04CB b) Low-performing students -----     | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ATBM04CC c) High-performing students -----    | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ATBM04CD d) Students with special needs ----- | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## Mathematics Topics Taught to the TIMSS Class

M5

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."

Check **one** circle for each line.

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

### A. Number

- ATBM05AA a) Concepts of whole numbers, including place value and ordering ----- ☐ — ☐ — ☐
- ATBM05AB b) Adding, subtracting, multiplying, and dividing with whole numbers ----- ☐ — ☐ — ☐
- ATBM05AC c) Concepts of multiples and factors; odd and even numbers ----- ☐ — ☐ — ☐
- ATBM05AD d) Number sentences (finding the missing number, representing problem situations with number sentences) ----- ☐ — ☐ — ☐
- ATBM05AE e) Number patterns (extending number patterns and finding missing terms) ----- ☐ — ☐ — ☐
- ATBM05AF f) Concepts of fractions, including representing, comparing and ordering, adding and subtracting simple fractions ----- ☐ — ☐ — ☐
- ATBM05AG g) Concepts of decimals, including place value and ordering, adding and subtracting with decimals ----- ☐ — ☐ — ☐

### B. Measurement and Geometry

- ATBM05BA a) Solving problems involving length, including measuring and estimating ----- ☐ — ☐ — ☐
- ATBM05BB b) Solving problems involving mass, volume, and time ----- ☐ — ☐ — ☐
- ATBM05BC c) Finding and estimating perimeter, area, and volume ----- ☐ — ☐ — ☐
- ATBM05BD d) Parallel and perpendicular lines ----- ☐ — ☐ — ☐
- ATBM05BE e) Comparing and drawing angles ----- ☐ — ☐ — ☐
- ATBM05BF f) Elementary properties of common geometric shapes ----- ☐ — ☐ — ☐
- ATBM05BG g) Three-dimensional shapes, including relationships with their two-dimensional representations ----- ☐ — ☐ — ☐

### C. Data

- ATBM05CA a) Reading and interpreting data from tables, pictographs, bar graphs, line graphs, and pie charts ----- ☐ — ☐ — ☐
- ATBM05CB b) Organizing and representing data to help answer questions ----- ☐ — ☐ — ☐
- ATBM05CC c) Drawing conclusions from data displays ----- ☐ — ☐ — ☐


## Mathematics Homework for the TIMSS Class

**M6**

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

ATBM06A

Check **one** circle only.

- I do not assign mathematics homework --- ☐   
(Go to #M7)
- Less than once a week --- ☐
- 1 or 2 times a week --- ☐
- 3 or 4 times a week --- ☐
- Every day --- ☐

**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.)**

ATBM06B

Check **one** circle only.

- 15 minutes or less --- ☐
- 16–30 minutes --- ☐
- 31–60 minutes --- ☐
- More than 60 minutes --- ☐

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

Check **one** circle for each line.

- |  | Always or almost always | Sometimes             | Never or almost never |
|--|-------------------------|-----------------------|-----------------------|
| ATBM06CA<br>a) Correct assignments and give feedback to students ----- | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> |
| ATBM06CB<br>b) Discuss the homework in class -----                     | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> |
| ATBM06CC<br>c) Monitor whether or not the homework was completed ----- | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> |

## Mathematics Assessment of the TIMSS Class

**M7**

**How much importance do you place on the following assessment strategies in mathematics?**

Check **one** circle for each line.

- |  | A Lot                 | Some                  | None                  |
|--|-----------------------|-----------------------|-----------------------|
| ATBM07A<br>a) Observing students as they work -----                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ATBM07B<br>b) Asking students to answer questions during class ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ATBM07C<br>c) Short, regular written assessments -----               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ATBM07D<br>d) Longer tests (e.g., unit tests or exams) -----         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ATBM07E<br>e) Long-term projects -----                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**M8**

**About how often do <fourth grade> students in this class take mathematics tests on computers or tablets?**

ATBM08

Check **one** circle only.

- More than once a month --- ☐
- Once a month --- ☐
- Twice a year --- ☐
- Once a year --- ☐
- Never --- ☐

## Professional Development to Teach Mathematics

**M9**

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

Check **one** circle  
for each line.

Yes No

- |          |   |                       |                       |          |
|----------|---|-----------------------|-----------------------|----------|
| ATBM09AA | a) Mathematics content-----   | <input type="radio"/> | <input type="radio"/> | ATBM09BA |
| ATBM09AB | b) Mathematics pedagogy/<br>instruction-----                                  | <input type="radio"/> | <input type="radio"/> | ATBM09BB |
| ATBM09AC | c) Mathematics curriculum--   | <input type="radio"/> | <input type="radio"/> | ATBM09BC |
| ATBM09AD | d) Integrating technology<br>into mathematics<br>instruction-----             | <input type="radio"/> | <input type="radio"/> | ATBM09BD |
| ATBM09AE | e) Improving students'<br>critical thinking or<br>problem solving skills----- | <input type="radio"/> | <input type="radio"/> | ATBM09BE |
| ATBM09AF | f) Mathematics assessment -   | <input type="radio"/> | <input type="radio"/> | ATBM09BF |
| ATBM09AG | g) Addressing individual<br>students' needs-----                              | <input type="radio"/> | <input type="radio"/> | ATBM09BG |

**M10**

**In the past two years, how many hours in total have you spent in formal <in-service/professional development> (e.g., workshops, seminars, etc.) for mathematics?**

ATBM10

Check **one** circle only.

- None---- ☐
- Less than 6 hours---- ☐
- 6–15 hours---- ☐
- 16–35 hours---- ☐
- More than 35 hours---- ☐

## Teaching Science to the TIMSS Class

S1

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

ATBS01A

Check **one** circle only.

Yes --- ☐

No --- ☐

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

ATBS01B

\_\_\_\_\_ minutes per week

Write in the number of minutes per week.

Please convert the number of hours into minutes.

S2

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

Check **one** circle for each line.

Every or almost every lesson

About half the lessons

Some lessons

Never

ATBS02A a) Listen to me explain new science content ----- ☐ — ☐ — ☐ — ☐

ATBS02B b) Observe natural phenomena such as the weather or a plant growing and describe what they see ----- ☐ — ☐ — ☐ — ☐

ATBS02C c) Watch me demonstrate an experiment or investigation --- ☐ — ☐ — ☐ — ☐

ATBS02D d) Design or plan experiments or investigations ----- ☐ — ☐ — ☐ — ☐

ATBS02E e) Conduct experiments or investigations ----- ☐ — ☐ — ☐ — ☐

ATBS02F f) Present data from experiments or investigations ----- ☐ — ☐ — ☐ — ☐

ATBS02G g) Interpret data from experiments or investigations ----- ☐ — ☐ — ☐ — ☐

ATBS02H h) Use evidence from experiments or investigations to support conclusions ----- ☐ — ☐ — ☐ — ☐

ATBS02I i) Read their textbooks or other resource materials ----- ☐ — ☐ — ☐ — ☐

ATBS02J j) Have students memorize facts and principles ----- ☐ — ☐ — ☐ — ☐

ATBS02K k) Do field work outside the class ☐ — ☐ — ☐ — ☐

ATBS02L l) Work in mixed ability groups -- ☐ — ☐ — ☐ — ☐

ATBS02M m) Work in same ability groups -- ☐ — ☐ — ☐ — ☐


## Using Computers for Teaching Science to the TIMSS Class

S3

**A. Do the students in this class have computers (including tablets) available to use during their science lessons?**

ATBS03A

Check **one** circle only.

Yes --- ☐  
No --- ☐   
(If No, go to #54)

**If Yes,**

**B. What access do the students have to computers?**

Check **one** circle for each line.

	Yes	No
ATBS03BA a) Each student has a computer -----	<input type="radio"/>	<input type="radio"/>
ATBS03BB b) The class has computers that students can share -----	<input type="radio"/>	<input type="radio"/>
ATBS03BC c) The school has computers that the class can use sometimes -----	<input type="radio"/>	<input type="radio"/>

**C. How often do you do activities on computers during science lessons to support learning for:**

Check **one** circle for each line.

	Every or almost every day	Once or twice a week	Once or twice a month	Never or almost never
ATBS03CA a) Whole class -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ATBS03CB b) Low-performing students -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ATBS03CC c) High-performing students -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ATBS03CD d) Students with special needs -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## Science Topics Taught to the TIMSS Class

S4

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."

Check **one** circle for each line.

Mostly taught before this year

Mostly taught this year

Not yet taught or  
just introduced

### A. Life Science

- ATBS04AA a) Physical and behavioral characteristics of living things and major groups of living things (e.g., mammals, birds, insects, flowering plants) ----- ☐ — ☐ — ☐
- ATBS04AB b) Major body structures and their functions in humans, other animals, and plants ----- ☐ — ☐ — ☐
- ATBS04AC c) Life cycles of common plants and animals (e.g., flowering plants, butterflies, frogs) ----- ☐ — ☐ — ☐
- ATBS04AD d) Characteristics of plants and animals that are inherited ----- ☐ — ☐ — ☐
- ATBS04AE e) Interactions between organisms and their environments (e.g., physical features and behaviors that help living things survive in their environments) ----- ☐ — ☐ — ☐
- ATBS04AF f) Relationships in ecosystems (e.g., simple food chains, predator-prey relationships, competition) ----- ☐ — ☐ — ☐
- ATBS04AG g) Human health (transmission and prevention of diseases, everyday behaviors that promote good health) ----- ☐ — ☐ — ☐

### B. Physical Science

- ATBS04BA a) States of matter (solid, liquid, gas) and their properties (volume, shape) ----- ☐ — ☐ — ☐
- ATBS04BB b) Classifying materials based on physical properties (e.g., weight/mass, volume, state of matter, conductivity of heat or electricity) ----- ☐ — ☐ — ☐
- ATBS04BC c) Mixtures, including methods for separating a mixture into its components (e.g., sifting, filtering, evaporation, using a magnet) ----- ☐ — ☐ — ☐
- ATBS04BD d) Properties of magnets (e.g., like poles repel and opposite poles attract, magnets can attract some objects) ----- ☐ — ☐ — ☐
- ATBS04BE e) Physical changes in everyday life (e.g., changes of state, dissolving) ----- ☐ — ☐ — ☐
- ATBS04BF f) Chemical changes in everyday life (e.g., decaying, burning, rusting, cooking) ----- ☐ — ☐ — ☐
- ATBS04BG g) Common sources of energy (e.g., the Sun, wind, oil) and uses of energy (heating and cooling homes, providing light) ----- ☐ — ☐ — ☐
- ATBS04BH h) Light and sound in everyday life (e.g., shadows and reflections, vibrating objects make sound) ----- ☐ — ☐ — ☐
- ATBS04BI i) Heat transfer (e.g., energy flows from a hot object to a colder object) ----- ☐ — ☐ — ☐
- ATBS04BJ j) Electricity and simple electrical circuits (e.g., a circuit must be complete to work correctly) ----- ☐ — ☐ — ☐
- ATBS04BK k) Forces that cause objects to move (e.g., gravity, pushing/pulling) or change their motion (e.g., friction) ----- ☐ — ☐ — ☐
- ATBS04BL l) Simple machines (e.g., levers, pulleys, wheels, ramps) that help make motion easier ----- ☐ — ☐ — ☐

**S4** (continued)

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."

Check **one** circle for each line.

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

**C. Earth Science**

- |          |  |                       |                       |                       |
|----------|--|-----------------------|-----------------------|-----------------------|
| ATBS04CA | a) Physical makeup of Earth's surface (e.g., land and water in unequal proportions, sources of fresh and salt water) ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ATBS04CB | b) Earth's resources used in everyday life (e.g., water, wind, soil, forests, oil, natural gas, minerals) -----            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ATBS04CC | c) Changes in Earth's surface over time (e.g., mountain building, weathering, erosion) -----                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ATBS04CD | d) Fossils and what they can tell us about past conditions on Earth -----  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ATBS04CE | e) Weather and climate (e.g., daily, seasonal, and locational variations versus long term trends)-----                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ATBS04CF | f) Objects in the Solar System (the Sun, the Earth, the Moon, and other planets) and their movements -----                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ATBS04CG | g) Earth's motion and related patterns observed on Earth (e.g., day and night, seasons) -----                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## Science Homework for the TIMSS Class

S5

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

ATBS05A

Check **one** circle only.

- I do not assign science homework --- ☐ →  
(Go to #S6)
- Less than once a week --- ☐
- 1 or 2 times a week --- ☐
- 3 or 4 times a week --- ☐
- Every day --- ☐

### 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.)

ATBS05B

Check **one** circle only.

- 15 minutes or less --- ☐
- 16–30 minutes --- ☐
- 31–60 minutes --- ☐
- More than 60 minutes --- ☐

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

Check **one** circle for each line.

- |  | Always or almost always | Sometimes             | Never or almost never |
|--|-------------------------|-----------------------|-----------------------|
| ATBS05CA<br>a) Correct assignments and give feedback to students | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> |
| ATBS05CB<br>b) Discuss the homework in class                     | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> |
| ATBS05CC<br>c) Monitor whether or not the homework was completed | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> |

## Science Assessment of the TIMSS Class

S6

### How much importance do you place on the following assessment strategies in science?

Check **one** circle for each line.

- |  | A Lot                 | Some                  | None                  |
|--|-----------------------|-----------------------|-----------------------|
| ATBS06A<br>a) Observing students as they work                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ATBS06B<br>b) Asking students to answer questions during class | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ATBS06C<br>c) Short, regular written assessments               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ATBS06D<br>d) Longer tests (e.g., unit tests or exams)         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ATBS06E<br>e) Long-term projects                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

S7

### About how often do <fourth grade> students in this class take science tests on computers or tablets?

ATBS07

Check **one** circle only.

- More than once a month --- ☐
- Once a month --- ☐
- Twice a year --- ☐
- Once a year --- ☐
- Never --- ☐

## Professional Development to Teach Science

S8

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

Check **one** circle for each line.

Yes No

- ATBS08AA a) Science content ----- ☐ ----- ☐ ATBS08BA
- ATBS08AB b) Science pedagogy/ instruction ----- ☐ ----- ☐ ATBS08BB
- ATBS08AC c) Science curriculum ----- ☐ ----- ☐ ATBS08BC
- ATBS08AD d) Integrating technology into science instruction --- ☐ ----- ☐ ATBS08BD
- ATBS08AE e) Improving students' critical thinking or inquiry skills ----- ☐ ----- ☐ ATBS08BE
- ATBS08AF f) Science assessment ----- ☐ ----- ☐ ATBS08BF
- ATBS08AG g) Addressing individual students' needs ----- ☐ ----- ☐ ATBS08BG
- ATBS08AH h) Integrating science with other subjects (e.g., mathematics, technology) ----- ☐ ----- ☐ ATBS08BH

S9

In the past two years, how many hours in total have you spent in formal <in-service/professional development> (e.g., workshops, seminars, etc.) for science?

ATBS09

Check **one** circle only.

- None ---- ☐
- Less than 6 hours ---- ☐
- 6–15 hours ---- ☐
- 16–35 hours ---- ☐
- More than 35 hours ---- ☐

# Thank You

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





TIMSS

2019



BOSTON  
COLLEGE

[timss.bc.edu](http://timss.bc.edu)

**<Grade 4>**



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# **SECTION 1.5:** **SCHOOL QUESTIONNAIRE** **GRADE 4**

TIMSS 2019 USER GUIDE FOR THE  
INTERNATIONAL DATABASE



**IEA**

**TIMSS & PIRLS**  
International Study Center  
Lynch School of Education  
BOSTON COLLEGE





**Exhibit 1.5: International Context Variables for the TIMSS 2019 School Questionnaire (Grade 4)**

TIMSS 2019 Question Number	TIMSS 2019 Variable Name	TIMSS 2019 Variable Description	TIMSS 2015 Variable Name	Notes
ScQ-01	ACBG01	What is the total enrollment of students in your school as of <first day of month TIMSS testing begins, 2019>?	ACBG01	
ScQ-02	ASBG02	What is the total enrollment of <fourth grade> students in your school as of <first day of month TIMSS testing begins, 2019>?	ASBG02	
ScQ-03a	ACBG03A	Approximately what percentage of students in your school have the following backgrounds? Come from economically disadvantaged homes	ACBG03A	
ScQ-03b	ACBG03B	Approximately what percentage of students in your school have the following backgrounds? Come from economically affluent homes	ACBG03B	
ScQ-04	ACBG04	Approximately what percentage of students in your school have <language of test> as their native language?	ACBG04	
ScQ-05A	ACBG05A	How many people live in the city, town, or area where your school is located?	ACBG05A	
ScQ-05B	ACBG05B	Which best describes the immediate area in which your school is located?	ACBG05B	
ScQ-06A	ACBG06A	For the <fourth grade> students in your school: How many days per year is your school open for instruction?	ACBG08A	
ScQ-06B	ACBG06B	For the <fourth grade> students in your school: What is the total instructional time, excluding breaks, in a typical day? (minutes)	ACBG08B	
ScQ-06C	ACBG06C	For the <fourth grade> students in your school: In one calendar week, how many days is the school open for instruction?	ACBG08C	
ScQ-07	ACBG07	How many computers (including tablets) does your school have for use by <fourth grade> students?	ACBG11	
ScQ-08A	ACBG08A	Does your school have a science laboratory that can be used by <fourth grade> students?	ACBG12A	
ScQ-08B	ACBG08B	Do teachers usually have assistance available when students are conducting science experiments?	ACBG12B	
ScQ-09	ACBG09	Does your school use an online learning management system to support learning (e.g., teacher-student communication, management of grades, student access to course materials)?		
ScQ-10A	ACBG10A	Does your school have a school library?	ACBG13	
ScQ-10B	ACBG10B	Approximately how many books (print) with different titles does your school library have (exclude magazines and periodicals)?	ACBG13AA	Modified wording and response options in 2019
ScQ-11	ACBG11	Does your school have classroom libraries?		
ScQ-12	ACBG12	Does your school provide students access to digital learning resources (e.g., books, videos)?		
ScQ-13Aa	ACBG13AA	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of the following? General School Resources: Instructional materials	ACBG14AA	
ScQ-13Ab	ACBG13AB	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of the following? General School Resources: Supplies	ACBG14AB	
ScQ-13Ac	ACBG13AC	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of the following? General School Resources: School buildings and grounds	ACBG14AC	
ScQ-13Ad	ACBG13AD	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of the following? General School Resources: Heating/cooling and lighting systems	ACBG14AD	

Exhibit 1.5: International Context Variables for the TIMSS 2019 School Questionnaire (Grade 4)

TIMSS 2019 Question Number	TIMSS 2019 Variable Name	TIMSS 2019 Variable Description	TIMSS 2015 Variable Name	Notes
ScQ-13Ae	ACBG13AE	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of the following? General School Resources: Instructional space	ACBG14AE	
ScQ-13Af	ACBG13AF	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of the following? General School Resources: Technologically competent staff	ACBG14AF	
ScQ-13Ag	ACBG13AG	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of the following? General School Resources: Audio-visual resources for delivery of instruction	ACBG14AG	
ScQ-13Ah	ACBG13AH	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of the following? General School Resources: Computer technology for teaching and learning	ACBG14AH	
ScQ-13Ai	ACBG13AI	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of the following? General School Resources: Resources for students with disabilities	ACBG14AI	
ScQ-13Ba	ACBG13BA	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of the following? Resources for Mathematics Instruction: Teachers with a specialization in mathematics	ACBG14BA	
ScQ-13Bb	ACBG13BB	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of the following? Resources for Mathematics Instruction: Library resources relevant to mathematics instruction	ACBG14BB	
ScQ-13Bc	ACBG13BC	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of the following? Resources for Mathematics Instruction: Computer software/applications for mathematics instruction	ACBG14BC	
ScQ-13Bd	ACBG13BD	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of the following? Resources for Mathematics Instruction: Calculators for mathematics instruction	ACBG14BD	
ScQ-13Be	ACBG13BE	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of the following? Resources for Mathematics Instruction: Concrete objects or materials to help students understand quantities or procedures	ACBG14BE	
ScQ-13Ca	ACBG13CA	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of the following? Resources for Science Instruction: Teachers with a specialization in science	ACBG14CA	
ScQ-13Cb	ACBG13CB	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of the following? Resources for Science Instruction: Computer software/applications for science instruction	ACBG14CB	
ScQ-13Cc	ACBG13CC	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of the following? Resources for Science Instruction: Library resources relevant to science instruction	ACBG14CC	
ScQ-13Cd	ACBG13CD	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of the following? Resources for Science Instruction: Science equipment and materials for experiments	ACBG14CD	
ScQ-14a	ACBG14A	How would you characterize each of the following within your school? Teachers' understanding of the school's curricular goals	ACBG15A	
ScQ-14b	ACBG14B	How would you characterize each of the following within your school? Teachers' degree of success in implementing the school's curriculum	ACBG15B	

**Exhibit 1.5: International Context Variables for the TIMSS 2019 School Questionnaire (Grade 4)**

TIMSS 2019 Question Number	TIMSS 2019 Variable Name	TIMSS 2019 Variable Description	TIMSS 2015 Variable Name	Notes
ScQ-14c	ACBG14C	How would you characterize each of the following within your school? Teachers' expectations for student achievement	ACBG15C	
ScQ-14d	ACBG14D	How would you characterize each of the following within your school? Teachers' ability to inspire students	ACBG15E	
ScQ-14e	ACBG14E	How would you characterize each of the following within your school? Parental involvement in school activities	ACBG15F	
ScQ-14f	ACBG14F	How would you characterize each of the following within your school? Parental commitment to ensure that students are ready to learn	ACBG15G	
ScQ-14g	ACBG14G	How would you characterize each of the following within your school? Parental expectations for student achievement	ACBG15H	
ScQ-14h	ACBG14H	How would you characterize each of the following within your school? Parental support for student achievement	ACBG15I	
ScQ-14i	ACBG14I	How would you characterize each of the following within your school? Students' desire to do well in school	ACBG15K	
ScQ-14j	ACBG14J	How would you characterize each of the following within your school? Students' ability to reach school's academic goals	ACBG15L	
ScQ-14k	ACBG14K	How would you characterize each of the following within your school? Students' respect for classmates who excel academically	ACBG15M	Modified wording in 2019
ScQ-15a	ACBG15A	To what degree is each of the following a problem among <fourth grade> students in your school? Arriving late at school	ACBG16A	
ScQ-15b	ACBG15B	To what degree is each of the following a problem among <fourth grade> students in your school? Absenteeism	ACBG16B	
ScQ-15c	ACBG15C	To what degree is each of the following a problem among <fourth grade> students in your school? Classroom disturbance	ACBG16C	
ScQ-15d	ACBG15D	To what degree is each of the following a problem among <fourth grade> students in your school? Cheating	ACBG16D	
ScQ-15e	ACBG15E	To what degree is each of the following a problem among <fourth grade> students in your school? Profanity	ACBG16E	
ScQ-15f	ACBG15F	To what degree is each of the following a problem among <fourth grade> students in your school? Vandalism	ACBG16F	
ScQ-15g	ACBG15G	To what degree is each of the following a problem among <fourth grade> students in your school? Theft	ACBG16G	
ScQ-15h	ACBG15H	To what degree is each of the following a problem among <fourth grade> students in your school? Intimidation or verbal abuse among students	ACBG16H	
ScQ-15i	ACBG15I	To what degree is each of the following a problem among <fourth grade> students in your school? Physical fights among students	ACBG16I	
ScQ-15j	ACBG15J	To what degree is each of the following a problem among <fourth grade> students in your school? Intimidation or verbal abuse of teachers or staff	ACBG16J	
ScQ-16a	ACBG16A	To what degree is each of the following a problem among teachers in your school? Arriving late or leaving early	ACBG17A	
ScQ-16b	ACBG16B	To what degree is each of the following a problem among teachers in your school? Absenteeism	ACBG17B	
ScQ-17a	ACBG17A	About how many of the students in your school can do the following when they begin the <first grade> of primary/elementary school? Recognize most of the letters of the alphabet	ACBG18A	
ScQ-17b	ACBG17B	About how many of the students in your school can do the following when they begin the <first grade> of primary/elementary school? Read some words	ACBG18B	

**Exhibit 1.5: International Context Variables for the TIMSS 2019 School Questionnaire (Grade 4)**

TIMSS 2019 Question Number	TIMSS 2019 Variable Name	TIMSS 2019 Variable Description	TIMSS 2015 Variable Name	Notes
ScQ-17c	ACBG17C	About how many of the students in your school can do the following when they begin the <first grade> of primary/elementary school? Read sentences	ACBG18C	
ScQ-17d	ACBG17D	About how many of the students in your school can do the following when they begin the <first grade> of primary/elementary school? Write letters of the alphabet	ACBG18D	
ScQ-17e	ACBG17E	About how many of the students in your school can do the following when they begin the <first grade> of primary/elementary school? Write their names		
ScQ-17f	ACBG17F	About how many of the students in your school can do the following when they begin the <first grade> of primary/elementary school? Write words other than their names		
ScQ-17g	ACBG17G	About how many of the students in your school can do the following when they begin the <first grade> of primary/elementary school? Count up to 100 or higher	ACBG18F	
ScQ-17h	ACBG17H	About how many of the students in your school can do the following when they begin the <first grade> of primary/elementary school? Recognize written numbers from 1-10	ACBG18G	
ScQ-17i	ACBG17I	About how many of the students in your school can do the following when they begin the <first grade> of primary/elementary school? Recognize written numbers higher than 10	ACBG18H	
ScQ-17j	ACBG17J	About how many of the students in your school can do the following when they begin the <first grade> of primary/elementary school? Write numbers from 1-10	ACBG18I	
ScQ-17k	ACBG17K	About how many of the students in your school can do the following when they begin the <first grade> of primary/elementary school? Do simple addition	ACBG18J	
ScQ-17l	ACBG17L	About how many of the students in your school can do the following when they begin the <first grade> of primary/elementary school? Do simple subtraction	ACBG18K	
ScQ-18	ACBG18	By the end of this school year, how many years will you have been a principal altogether?	ACBG19	
ScQ-19	ACBG19	By the end of this school year, how many years will you have been a principal at this school?	ACBG20	
ScQ-20	ACBG20	What is the highest level of formal education you have completed?	ACBG21	
ScQ-21a	ACBG21A	Do you hold the following qualifications or credentials in educational leadership? <Certificate or license>		
ScQ-21b	ACBG21B	Do you hold the following qualifications or credentials in educational leadership? <Master's or equivalent level—ISCED Level 7>	ACBG22A	Modified wording in 2019
ScQ-21c	ACBG21C	Do you hold the following qualifications or credentials in educational leadership? <Doctor or equivalent level—ISCED Level 8>	ACBG22B	Modified wording in 2019



Identification Label

TRENDS IN INTERNATIONAL MATHEMATICS AND SCIENCE STUDY

# School Questionnaire

**<Grade 4>**

<TIMSS National Research Center Name>  
<Address>

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**TIMSS & PIRLS**  
International Study Center  
Lynch School of Education  
BOSTON COLLEGE

## School Questionnaire

Your school has agreed to participate in TIMSS 2019 (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 almost 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 primary/elementary education in <country>.

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 <country>. 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 place it in the accompanying envelope and return it to:

<Insert country-specific information here>.

Thank you.

# TIMSS 2019

## School Enrollment and Characteristics

ACBG01 **1**

What is the total enrollment of students in your school as of <first day of month TIMSS testing begins, 2019>?

\_\_\_\_\_ students  
Write in the number.

ACBG02 **2**

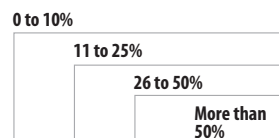
What is the total enrollment of <fourth grade> students in your school as of <first day of month TIMSS testing begins, 2019>?

\_\_\_\_\_ students  
Write in the number.

**3**

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

Check **one** circle for each line.



ACBG03A

a) Come from economically disadvantaged homes ----- ☐ ☐ ☐ ☐

ACBG03B

b) Come from economically affluent homes ----- ☐ ☐ ☐ ☐

ACBG04 **4**

Approximately what percentage of students in your school have <language of test> as their native language?

Check **one** circle only.

- More than 90% --- ☐  
76 to 90% --- ☐  
51 to 75% --- ☐  
26 to 50% --- ☐  
25% or less --- ☐

**5**

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

ACBG05A

Check **one** circle only.

- More than 500,000 people --- ☐  
100,001 to 500,000 people --- ☐  
50,001 to 100,000 people --- ☐  
30,001 to 50,000 people --- ☐  
15,001 to 30,000 people --- ☐  
3,001 to 15,000 people --- ☐  
3,000 people or fewer --- ☐

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

ACBG05B

Check **one** circle only.

- Urban—Densely populated --- ☐  
Suburban—On fringe or outskirts of urban area --- ☐  
Medium size city or large town --- ☐  
Small town or village --- ☐  
Remote rural --- ☐



## Instructional Time

6

For the <fourth grade> students in your school:

ACBG06A A. How many days per year is your school open for instruction?

\_\_\_\_\_ days  
Write in the number.

ACBG06B B. What is the total instructional time, excluding breaks, in a typical day?

\_\_\_\_\_ minutes  
Write in the number of minutes per day.  
Please convert the number of hours into minutes.

ACBG06C C. In one calendar week, how many days is the school open for instruction?

Check **one** circle only.

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



## Resources and Technology

ACBG07

**7**

How many computers (including tablets) does your school have for use by <fourth grade> students?

\_\_\_\_\_ computers  
Write in the number.

**8**

ACBG08A

A. Does your school have a science laboratory that can be used by <fourth grade> students?

Check **one** circle only.

Yes --- ☐  
No --- ☐

ACBG08B

B. Do teachers usually have assistance available when students are conducting science experiments?

Check **one** circle only.

Yes --- ☐  
No --- ☐

ACBG09

**9**

Does your school use an online learning management system to support learning (e.g., teacher-student communication, management of grades, student access to course materials)?

Check **one** circle only.

Yes --- ☐  
No --- ☐

**10**

A. Does your school have a school library?

ACBG10A

Check **one** circle only.

Yes --- ☐

No --- ☐

(If No, go to #11)

If Yes,

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

ACBG10B

Check **one** circle only.

2,000 books or fewer --- ☐

More than 2,000 books --- ☐

**11**

Does your school have classroom libraries?

ACBG11

Check **one** circle only.

Yes --- ☐

No --- ☐

**12**

Does your school provide students access to digital learning resources (e.g., books, videos)?

ACBG12

Check **one** circle only.

Yes --- ☐

No --- ☐

### 13

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

Check **one** circle for each line.

Not at all  
A little  
Some  
A lot

#### A. General School Resources

- ACBG13AA a) Instructional materials (e.g., textbooks) -----○—○—○—○
- ACBG13AB b) Supplies (e.g., papers, pencils, materials) -----○—○—○—○
- ACBG13AC c) School buildings and grounds -----○—○—○—○
- ACBG13AD d) Heating/cooling and lighting systems -----○—○—○—○
- ACBG13AE e) Instructional space (e.g., classrooms) -----○—○—○—○
- ACBG13AF f) Technologically competent staff -----○—○—○—○
- ACBG13AG g) Audio-visual resources for delivery of instruction (e.g., interactive white boards, digital projectors) -----○—○—○—○
- ACBG13AH h) Computer technology for teaching and learning (e.g., computers or tablets for student use) -----○—○—○—○
- ACBG13AI i) Resources for students with disabilities -----○—○—○—○

Check **one** circle for each line.

Not at all  
A little  
Some  
A lot

#### B. Resources for Mathematics Instruction

- ACBG13BA a) Teachers with a specialization in mathematics -----○—○—○—○
- ACBG13BB b) Computer software/applications for mathematics instruction -----○—○—○—○
- ACBG13BC c) Library resources relevant to mathematics instruction -----○—○—○—○
- ACBG13BD d) Calculators for mathematics instruction -----○—○—○—○
- ACBG13BE e) Concrete objects or materials to help students understand quantities or procedures -----○—○—○—○

#### C. Resources for Science Instruction

- ACBG13CA a) Teachers with a specialization in science -----○—○—○—○
- ACBG13CB b) Computer software/applications for science instruction -----○—○—○—○
- ACBG13CC c) Library resources relevant to science instruction -----○—○—○—○
- ACBG13CD d) Science equipment and materials for experiments -----○—○—○—○

## School Emphasis on Academic Success

14

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

Check **one** circle for each line.

	Very high	High	Medium	Low	Very low
ACBG14A a) Teachers' understanding of the school's curricular goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACBG14B b) Teachers' degree of success in implementing the school's curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACBG14C c) Teachers' expectations for student achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACBG14D d) Teachers' ability to inspire students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACBG14E e) Parental involvement in school activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACBG14F f) Parental commitment to ensure that students are ready to learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACBG14G g) Parental expectations for student achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACBG14H h) Parental support for student achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACBG14I i) Students' desire to do well in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACBG14J j) Students' ability to reach school's academic goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACBG14K k) Students' respect for classmates who excel academically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## School Discipline and Safety

15

To what degree is each of the following a problem among <fourth grade> students in your school?

Check **one** circle for each line.

	Not a problem	Minor problem	Moderate problem	Serious problem
ACBG15A a) Arriving late at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACBG15B b) Absenteeism (i.e., unjustified absences)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACBG15C c) Classroom disturbance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACBG15D d) Cheating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACBG15E e) Profanity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACBG15F f) Vandalism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACBG15G g) Theft	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACBG15H h) Intimidation or verbal abuse among students (including texting, emailing, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACBG15I i) Physical fights among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACBG15J j) Intimidation or verbal abuse of teachers or staff (including texting, emailing, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16

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

Check **one** circle for each line.

	Not a problem	Minor problem	Moderate problem	Serious problem
ACBG16A a) Arriving late or leaving early	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACBG16B b) Absenteeism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## School Readiness

## 17

**About how many of the students in your school can do the following when they begin the <first grade> of primary/elementary school?**

Check **one** circle for each line.

Less than 25%

25–50%

51–75%

More than 75%

- |         |  |                       |                       |                       |                       |
|---------|--|-----------------------|-----------------------|-----------------------|-----------------------|
| ACBG17A | a) Recognize most of the letters of the alphabet ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ACBG17B | b) Read some words -----                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ACBG17C | c) Read sentences -----                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ACBG17D | d) Write letters of the alphabet --                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ACBG17E | e) Write their names -----                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ACBG17F | f) Write words other than their names -----            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ACBG17G | g) Count up to 100 or higher ----                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ACBG17H | h) Recognize written numbers from 1-10 -----           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ACBG17I | i) Recognize written numbers higher than 10 -----      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ACBG17J | j) Write numbers from 1-10 ----                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ACBG17K | k) Do simple addition -----                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ACBG17L | l) Do simple subtraction -----                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## Principal Experience and Education

## 18

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

ACBG18

\_\_\_\_\_ years  
Please **round** to the nearest whole number.

## 19

**By the end of this school year, how many years will you have been a principal at this school?**

ACBG19

\_\_\_\_\_ years  
Please **round** to the nearest whole number.

## 20

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

ACBG20

Check **one** circle only.

Did not complete <Bachelor's or equivalent level—ISCED Level 6> --- ○

<Bachelor's or equivalent level—ISCED Level 6> --- ○

<Master's or equivalent level—ISCED Level 7> --- ○

<Doctor or equivalent  
level—ISCED Level 8> --- ○

## 21

**Do you hold the following qualifications or credentials in educational leadership?**

Check **one** circle for each line.

Yes	No
-----	----

- |         |   |
|---------|---|
| ACBG21A | a) <Certificate or license> -----○—○                        |
| ACBG21B | b) <Master's or equivalent<br>level—ISCED Level 7> -----○—○ |
| ACBG21C | c) <Doctor or equivalent<br>level—ISCED Level 8> -----○—○   |

# Thank You

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

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BOSTON  
COLLEGE

[timss.bc.edu](http://timss.bc.edu)

**<Grade 4>**



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