

Section 1

Fourth Grade – Student Questionnaire



Exhibit S1.1: Index of International Background Variables for the TIMSS 2011 Student Questionnaire - Fourth Grade

TIMSS 2011 Question Number	TIMSS 2011 Variable Name	TIMSS 2011 Variable Description (See Questionnaire For Full Item Text)	TIMSS 2007 Variable Name	Notes
SQG-01	ASBG01	Are you a girl or boy?	AS4GSEX	
SQG-02A	ASBG02A	What month were you born?	AS4GBRTM	
SQG-02B	ASBG02B	What year were you born?	AS4GBRTY	
SQG-03	ASBG03	How often do you speak <language of test> at home?	AS4GOLAN	Modified response options in 2011
SQG-04	ASBG04	About how many books are there in your home?	AS4GBOOK	
SQG-05A	ASBG05A	Do you have a computer at your home?	AS4GTH02	
SQG-05B	ASBG05B	Do you have a study desk/table for your use at your home?	AS4GTH03	
SQG-05C	ASBG05C	Do you have books of your very own at your home?		
SQG-05D	ASBG05D	Do you have your own room at your home?		
SQG-05E	ASBG05E	Do you have internet connection at your home?	AS4GTH05	
SQG-05F	ASBG05F	Do you have <country-specific indicator of wealth> at your home?	AS4GTH06	
SQG-05G	ASBG05G	Do you have <country-specific indicator of wealth> at your home?	AS4GTH07	
SQG-05H	ASBG05H	Do you have <country-specific indicator of wealth> at your home?	AS4GTH08	
SQG-05I	ASBG05I	Do you have <country-specific indicator of wealth> at your home?	AS4GTH09	
SQG-05J	ASBG05J	Do you have <country-specific indicator of wealth> at your home?		
SQG-05K	ASBG05K	Do you have <country-specific indicator of wealth> at your home?		
SQG-06A	ASBG06A	How often do you use a computer at home?	AS4GCHOM	Modified response options in 2011
SQG-06B	ASBG06B	How often do you use a computer at school?	AS4GCSCH	Modified response options in 2011
SQG-06C	ASBG06C	How often do you use a computer at some other place?	AS4GCELS	Modified response options in 2011
SQG-07A	ASBG07A	How often do your parents ask you what you learned in school?		
SQG-07B	ASBG07B	How often do you talk about your schoolwork with your parents?		
SQG-07C	ASBG07C	How often do your parents make sure that you set aside time for your homework?		

Exhibit S1.1: Index of International Background Variables for the TIMSS 2011 Student Questionnaire - Fourth Grade (Continued)

TIMSS 2011 Question Number	TIMSS 2011 Variable Name	TIMSS 2011 Variable Description (See Questionnaire For Full Item Text)	TIMSS 2007 Variable Name	Notes
SQG-07D	ASBG07D	How often do your parents check if you do your homework?		
SQG-08A	ASBG08A	How much do you agree that you like being in school?	AS4GALBS	
SQG-08B	ASBG08B	How much do you agree that you feel safe when you are at school?		
SQG-08C	ASBG08C	How much do you agree that you belong at school?		
SQG-09A	ASBG09A	During this year, how often were you made fun of or called names at school?		
SQG-09B	ASBG09B	During this year, how often were you left out of games or activities by other students at school?		
SQG-09C	ASBG09C	During this year, how often did someone spread lies about you at school?		
SQG-09D	ASBG09D	During this year, how often was something stolen from you at school?		
SQG-09E	ASBG09E	During this year, how often were you hit or hurt by other student(s) at school?		
SQG-09F	ASBG09F	During this year, how often were you made to do things you didn't want to do by other students at school?		
SQMS-01A	ASBM01A	How much do you agree that you enjoy learning mathematics?	AS4MAENJ	
SQMS-01B	ASBM01B	How much do you agree that you wish you did not have to study mathematics?		
SQMS-01C	ASBM01C	How much do you agree that mathematics is boring?	AS4MABOR	
SQMS-01D	ASBM01D	How much do you agree that you learn many interesting things in mathematics?		
SQMS-01E	ASBM01E	How much do you agree that you like mathematics?	AS4MALIK	
SQMS-01F	ASBM01F	How much do you agree that it is important to do well in mathematics?		
SQMS-02A	ASBM02A	How much do you agree that you know what your teacher expects you to do in your mathematics lessons?		
SQMS-02B	ASBM02B	How much do you agree that you think of things not related to the lesson in your mathematics lessons?		
SQMS-02C	ASBM02C	How much do you agree that your teacher is easy to understand in your mathematics lessons?		
SQMS-02D	ASBM02D	How much do you agree that you are interested in what your teacher is saying in your mathematics lessons?		
SQMS-02E	ASBM02E	How much do you agree that your teacher gives you interesting things to do in your mathematics lessons?		
SQMS-03A	ASBM03A	How much do you agree that you usually do well in mathematics?	AS4MAWEL	



Exhibit S1.1: Index of International Background Variables for the TIMSS 2011 Student Questionnaire - Fourth Grade (Continued)

TIMSS 2011 Question Number	TIMSS 2011 Variable Name	TIMSS 2011 Variable Description (See Questionnaire For Full Item Text)	TIMSS 2007 Variable Name	Notes
SQMS-03B	ASBM03B	How much do you agree that mathematics is harder for you than for many of your classmates?	AS4MACLM	
SQMS-03C	ASBM03C	How much do you agree that you are just not good at mathematics?	AS4MANOT	
SQMS-03D	ASBM03D	How much do you agree that you learn things quickly in mathematics?	AS4MAQKY	
SQMS-03E	ASBM03E	How much do you agree that you are good at working out difficult mathematics problems?		
SQMS-03F	ASBM03F	How much do you agree that your teacher tells you that you are good at mathematics?		
SQMS-03G	ASBM03G	How much do you agree that mathematics is harder for you than any other subject?		
SQMS-04A	ASBS04A	How much do you agree that you enjoy learning science?	AS4SAENJ	
SQMS-04B	ASBS04B	How much do you agree that you wish you did not have to study science?		
SQMS-04C	ASBS04C	How much do you agree that you read about science in your spare time?		
SQMS-04D	ASBS04D	How much do you agree that science is boring?	AS4SABOR	
SQMS-04E	ASBS04E	How much do you agree that you learn many interesting things in science?		
SQMS-04F	ASBS04F	How much do you agree that you like science?	AS4SALIK	
SQMS-04G	ASBS04G	How much do you agree that it is important to do well in science?		
SQMS-05A	ASBS05A	How much do you agree that you know what your teacher expects you to do in your science lessons?		
SQMS-05B	ASBS05B	How much do you agree that you think of things not related to the lesson in your science lessons?		
SQMS-05C	ASBS05C	How much do you agree that your teacher is easy to understand in your science lessons?		
SQMS-05D	ASBS05D	How much do you agree that you are interested in what your teacher is saying in your science lessons?		
SQMS-05E	ASBS05E	How much do you agree that your teacher gives you interesting things to do in your science lessons?		
SQMS-06A	ASBS06A	How much do you agree that you usually do well in science?	AS4SAWEL	
SQMS-06B	ASBS06B	How much do you agree that science is harder for you than for many of your classmates?	AS4SACLM	
SQMS-06C	ASBS06C	How much do you agree that you are just not good at science?	AS4SANOT	
SQMS-06D	ASBS06D	How much do you agree that you learn things quickly in science?	AS4SAQKY	

Exhibit S1.1: Index of International Background Variables for the TIMSS 2011 Student Questionnaire - Fourth Grade (Continued)

TIMSS 2011 Question Number	TIMSS 2011 Variable Name	TIMSS 2011 Variable Description (See Questionnaire For Full Item Text)	TIMSS 2007 Variable Name	Notes
SQMS-06E	ASBS06E	How much do you agree that your teacher tells you that you are good at science?		
SQMS-06F	ASBS06F	How much do you agree that science is harder for you than any other subject?		



Identification Label

TIMSS 2011

Student Questionnaire

<Grade 4>

<TIMSS>
<National Research Center Name>
<Address>



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

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Directions

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

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

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

Example 1

Do you go to school?

Fill 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 -----



b) I play sports -----



c) I ride a skateboard -----

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 -----			
b) I like eating ice cream -----			
c) I do not like waking up early -----			
d) I enjoy doing chores -----			

- 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

ASBG01

Are you a girl or a boy?

Fill one circle only.

Girl --

Boy --

G2

ASBG02A

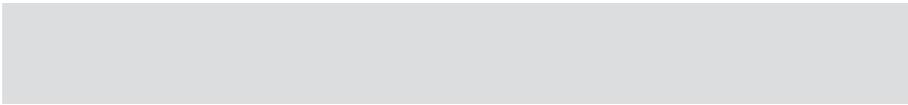
When were you born?

ASBG02B

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

a) Month **b) Year**

- | | |
|------------------------------------|--------------------------------|
| January -- <input type="radio"/> | 1998 -- <input type="radio"/> |
| February -- <input type="radio"/> | 1999 -- <input type="radio"/> |
| March -- <input type="radio"/> | 2000 -- <input type="radio"/> |
| April -- <input type="radio"/> | 2001 -- <input type="radio"/> |
| May -- <input type="radio"/> | 2002 -- <input type="radio"/> |
| June -- <input type="radio"/> | 2003 -- <input type="radio"/> |
| July -- <input type="radio"/> | 2004 -- <input type="radio"/> |
| August -- <input type="radio"/> | Other -- <input type="radio"/> |
| September -- <input type="radio"/> | |
| October -- <input type="radio"/> | |
| November -- <input type="radio"/> | |
| December -- <input type="radio"/> | |



G3

ASBG03

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

Fill one circle only.

I always or 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 --

<Grade 4> Student Questionnaire

4



G4

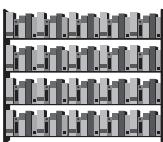
ASBG04

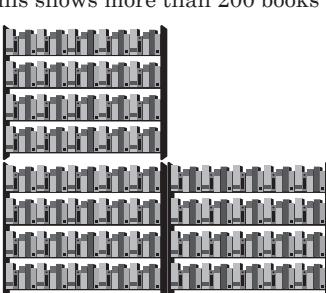
About how many books are there in your home? (Do not count magazines, newspapers, or your school books.)

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) Computer----- | <input type="radio"/> | <input type="radio"/> |
| ASBG05B b) Study desk/table for your use ----- | <input type="radio"/> | <input type="radio"/> |
| ASBG05C c) Books of your very own (do not count your school books)----- | <input type="radio"/> | <input type="radio"/> |
| ASBG05D d) Your own room----- | <input type="radio"/> | <input type="radio"/> |
| ASBG05E e) Internet connection----- | <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"/> |
| ASBG05J j) <country-specific indicator of wealth> ----- | <input type="radio"/> | <input type="radio"/> |
| ASBG05K k) <country-specific indicator of wealth> ----- | <input type="radio"/> | <input type="radio"/> |

G6

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

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
ASBG06A	a) At home -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG06B	b) At school -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG06C	c) Some other place -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

G7

How often do the following things happen at home?

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
ASBG07A	a) My parents ask me what I am learning in school -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG07B	b) I talk about my schoolwork with my parents -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG07C	c) My parents make sure that I set aside time for my homework -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG07D	d) My parents check if I do my homework -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Your School

G8

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
ASBG08A	↓	↓	↓	↓
a) I like being in school -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG08B	↓	↓	↓	↓
b) I feel safe when I am at school-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG08C	↓	↓	↓	↓
c) I feel like I belong at this school-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

G9

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

Fill one circle for each line.

	At least once a week	Once or twice a month	A few times a year	Never
ASBG09A	↓	↓	↓	↓
a) I was made fun of or called names--	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG09B	↓	↓	↓	↓
b) I was left out of games or activities by other students -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG09C	↓	↓	↓	↓
c) Someone spread lies about me-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG09D	↓	↓	↓	↓
d) Something was stolen from me -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG09E	↓	↓	↓	↓
e) I was hit or hurt by other student(s) (e.g., shoving, hitting, kicking)-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG09F	↓	↓	↓	↓
f) I was made to do things I didn't want to do by other students -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Mathematics in school

MS1

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
ASBM01A	a) I enjoy learning mathematics -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBM01B	b) I wish I did not have to study mathematics -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBM01C	c) Mathematics is boring -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBM01D	d) I learn many interesting things in mathematics -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBM01E	e) I like mathematics -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBM01F	f) It is important to do well in mathematics -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MS2

**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
ASBM02A	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
a) I know what my teacher expects me to do -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBM02B	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) I think of things not related to the lesson -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBM02C	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) My teacher is easy to understand --	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBM02D	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) I am interested in what my teacher says -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBM02E	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) My teacher gives me interesting things to do -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MS3

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
ASBM03A	a) I usually do well in mathematics ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBM03B	b) Mathematics is harder for me than for many of my classmates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBM03C	c) I am just not good at mathematics -	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBM03D	d) I learn things quickly in mathematics -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBM03E	e) I am good at working out difficult mathematics problems -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBM03F	f) My teacher tells me I am good at mathematics -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBM03G	g) Mathematics is harder for me than any other subject -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Science in school

MS4

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
ASBS04A	a) I enjoy learning science -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBS04B	b) I wish I did not have to study science -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBS04C	c) I read about science in my spare time -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBS04D	d) Science is boring -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBS04E	e) I learn many interesting things in science -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBS04F	f) I like science -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBS04G	g) It is important to do well in science -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MS5

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
ASBS05A	a) I know what my teacher expects me to do -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBS05B	b) I think of things not related to the lesson -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBS05C	c) My teacher is easy to understand --	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBS05D	d) I am interested in what my teacher says -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBS05E	e) My teacher gives me interesting things to do -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MS6

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
ASBS06A	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBS06B	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBS06C	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBS06D	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBS06E	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBS06F	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank You!

Thank you for filling out the questionnaire!



BOSTON
COLLEGE

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TIMSS 2011

Student Questionnaire

<Grade 4>



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INTERNATIONAL VERSION OF THE TIMSS 2011
BACKGROUND AND CURRICULUM QUESTIONNAIRES
SUPPLEMENT 1

Section 3

Fourth Grade – Teacher Questionnaire



Exhibit S1.3: Index of International Background Variables for the TIMSS 2011 Teacher Questionnaire - Fourth Grade

TIMSS 2011 Question Number	TIMSS 2011 Variable Name	TIMSS 2011 Variable Description (See Questionnaire For Full Item Text)	TIMSS 2007 Variable Name	Notes
TQG-01	ATBG01	By the end of this school year, how many years will you have been teaching altogether?	AT4GTAUT	
TQG-02	ATBG02	Are you female or male?	AT4GSEX	
TQG-03	ATBG03	How old are you?	AT4GAGE	
TQG-04	ATBG04	What is the highest level of formal education you have completed?	AT4GFEDC	
TQG-05AA	ATBG05AA	During your <post-secondary> education, was education—primary/elementary your major or main area of study?	AT4GPSEP	
TQG-05AB	ATBG05AB	During your <post-secondary> education, was education—secondary your major or main area of study?	AT4GPSES	
TQG-05AC	ATBG05AC	During your <post-secondary> education, was mathematics your major or main area of study?	AT4MPSMA	
TQG-05AD	ATBG05AD	During your <post-secondary> education, was science your major or main area of study?	AT4SPSSC	
TQG-05AE	ATBG05AE	During your <post-secondary> education, was <language of test> your major or main area of study?		
TQG-05AF	ATBG05AF	During your <post-secondary> education, was other your major or main area of study?	AT4GPSOT	
TQG-05BA	ATBG05BA	If your major or main area of study was education, was mathematics your <specialization>?	AT4MEDMA	
TQG-05BB	ATBG05BB	If your major or main area of study was education, was science your <specialization>?	AT4SEDSC	
TQG-05BC	ATBG05BC	If your major or main area of study was education, was language/reading your <specialization>?	AT4GEDLR	
TQG-05BD	ATBG05BD	If your major or main area of study was education, was other your <specialization>?	AT4GEDOT	
TQG-06A	ATBG06A	How would you characterize teachers' job satisfaction within your school?	AT4GCHTS	
TQG-06B	ATBG06B	How would you characterize teachers' understanding of the school's curricular goals within your school?	AT4GCHTU	
TQG-06C	ATBG06C	How would you characterize teachers' degree of success in implementing the school's curriculum within your school?	AT4GCHTC	
TQG-06D	ATBG06D	How would you characterize teachers' expectations for student achievement within your school?	AT4GCHES	
TQG-06E	ATBG06E	How would you characterize parental support for student achievement within your school?	AT4GCHPS	
TQG-06F	ATBG06F	How would you characterize parental involvement in school activities within your school?	AT4GCHPI	

Exhibit S1.3: Index of International Background Variables for the TIMSS 2011 Teacher Questionnaire - Fourth Grade (Continued)

TIMSS 2011 Question Number	TIMSS 2011 Variable Name	TIMSS 2011 Variable Description (See Questionnaire For Full Item Text)	TIMSS 2007 Variable Name	Notes
TQG-06G	ATBG06G	How would you characterize students' regard for school property within your school?	AT4GCHSR	
TQG-06H	ATBG06H	How would you characterize students' desire to do well in school within your school?	AT4GCHSD	
TQG-07A	ATBG07A	Thinking about your current school, indicate the extent to which you agree or disagree that this school is located in a safe neighborhood.	AT4GCUSN	
TQG-07B	ATBG07B	Thinking about your current school, indicate the extent to which you agree or disagree that you feel safe at this school.	AT4GCUSA	
TQG-07C	ATBG07C	Thinking about your current school, indicate the extent to which you agree or disagree that this school's security policies and practices are sufficient.	AT4GCUAS	
TQG-07D	ATBG07D	Thinking about your current school, indicate the extent to which you agree or disagree that the students behave in an orderly manner.		
TQG-07E	ATBG07E	Thinking about your current school, indicate the extent to which you agree or disagree that the students are respectful of the teachers.		
TQG-08A	ATBG08A	In your current school, how severe is the problem that the school building needs significant repair?	AT4GSPBR	Modified response options in 2011
TQG-08B	ATBG08B	In your current school, how severe is the problem that classrooms are overcrowded?	AT4GSPCO	Modified response options in 2011
TQG-08C	ATBG08C	In your current school, how severe is the problem that teachers have too many teaching hours?		Modified response options in 2011
TQG-08D	ATBG08D	In your current school, how severe is the problem that teachers do not have adequate workspace (e.g. for preparation, collaboration, or meeting with students)?	AT4GSPWO	Modified wording and response options in 2011
TQG-08E	ATBG08E	In your current school, how severe is the problem that teachers do not have adequate instructional materials and supplies?		
TQG-09AA	ATBG09AA	Do you use computers in your teaching for preparation?		
TQG-09AB	ATBG09AB	Do you use computers in your teaching for administration?		
TQG-09AC	ATBG09AC	Do you use computers in your teaching for classroom instruction?		
TQG-09BA	ATBG09BA	How much do you agree that you feel comfortable using computers in your teaching?		
TQG-09BB	ATBG09BB	How much do you agree you that when you have technical problems, you have ready access to computer support staff in your school?		
TQG-09BC	ATBG09BC	How much do you agree you that you receive adequate support for integrating computers in your teaching activities?		
TQG-10A	ATBG10A	How often do you discuss how to teach a particular topic with other teachers?	AT4GOTDC	Modified wording in 2011
TQG-10B	ATBG10B	How often do you collaborate in planning and preparing instructional materials with other teachers?	AT4GOTPM	Modified wording in 2011



SECTION 3: FOURTH GRADE – TEACHER QUESTIONNAIRE

Exhibit S1.3: Index of International Background Variables for the TIMSS 2011 Teacher Questionnaire - Fourth Grade (Continued)

TIMSS 2011 Question Number	TIMSS 2011 Variable Name	TIMSS 2011 Variable Description (See Questionnaire For Full Item Text)	TIMSS 2007 Variable Name	Notes
TQG-10C	ATBG10C	How often do you share what you have learned about your teaching experiences with other teachers?		
TQG-10D	ATBG10D	How often do you visit another classroom to learn more about teaching?	AT4GOTVT	Modified wording in 2011
TQG-10E	ATBG10E	How often do you work together with other teachers to try out new ideas?		
TQG-11A	ATBG11A	How much do you agree that you are content with your profession as a teacher?		
TQG-11B	ATBG11B	How much do you agree that you are satisfied with being a teacher at this school?		
TQG-11C	ATBG11C	How much do you agree that you had more enthusiasm when you began teaching than you have now?		
TQG-11D	ATBG11D	How much do you agree that you do important work as a teacher?		
TQG-11E	ATBG11E	How much do you agree that you plan to continue as a teacher for as long as you can?		
TQG-11F	ATBG11F	How much do you agree that you are frustrated as a teacher?		
TQG-12A	ATBG12A	How many students are in this class?	AT4MSTUD AT4SSTUD	Separate for mathematics and science in 2007
TQG-12B	ATBG12B	How many of the students in #12A are in <fourth-grade>?	AT4MSTDQ AT4SSTDQ	Separate for mathematics and science in 2007
TQG-13	ATBG13	How many <fourth-grade> students experience difficulties understanding spoken <language of test>?		
TQG-14A	ATBG14A	Do you teach the class <language of test>/reading?		
TQG-14B	ATBG14B	Do you teach the class mathematics?		
TQG-14C	ATBG14C	Do you teach the class science?		
TQG-15A	ATBG15A	How often do you summarize what students should have learned from the lesson?		
TQG-15B	ATBG15B	How often do you relate the lesson to students' daily lives?		
TQG-15C	ATBG15C	How often do you use questioning to elicit reasons and explanations?		
TQG-15D	ATBG15D	How often do you encourage all students to improve their performance?		
TQG-15E	ATBG15E	How often do you praise students for good effort?		

Exhibit S1.3: Index of International Background Variables for the TIMSS 2011 Teacher Questionnaire - Fourth Grade (Continued)

TIMSS 2011 Question Number	TIMSS 2011 Variable Name	TIMSS 2011 Variable Description (See Questionnaire For Full Item Text)	TIMSS 2007 Variable Name	Notes
TQG-15F	ATBG15F	How often do you bring interesting materials to class?		
TQG-16A	ATBG16A	In your view, to what extent does students lacking prerequisite knowledge or skills limit how you teach this class?		
TQG-16B	ATBG16B	In your view, to what extent does students suffering from lack of basic nutrition limit how you teach this class?		
TQG-16C	ATBG16C	In your view, to what extent does students suffering from not enough sleep limit how you teach this class?		
TQG-16D	ATBG16D	In your view, to what extent does students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment) limit how you teach this class?	AT4MVMSS AT4SVSS	Separate for mathematics and science in 2007
TQG-16E	ATBG16E	In your view, to what extent do disruptive students limit how you teach this class?	AT4MVMDS AT4SVSDS	Separate for mathematics and science in 2007
TQG-16F	ATBG16F	In your view, to what extent do uninterested students limit how you teach this class?	AT4MVMUS AT4SVSUS	Separate for mathematics and science in 2007
TQG-17A	ATBG17A	For the typical student in this class, how often do you meet or talk individually with the student's parents to discuss his/her learning progress?		
TQG-17B	ATBG17B	For the typical student in this class, how often do you send home a progress report on the student's learning?		
TQM-01A	ATBM01A	In a typical week, how much time (hours) do you spend teaching mathematics to the students in this class?		Hours and minutes not separate variables in 2007
TQM-01B	ATBM01B	In a typical week, how much time (minutes) do you spend teaching mathematics to the students in this class?	AT4MTIMT	Hours and minutes not separate variables in 2007
TQM-02A	ATBM02A	In teaching mathematics to this class, how confident do you feel answering students' questions about mathematics?		
TQM-02B	ATBM02B	In teaching mathematics to this class, how confident do you feel showing students a variety of problem solving strategies?		
TQM-02C	ATBM02C	In teaching mathematics to this class, how confident do you feel providing challenging tasks for capable students?		
TQM-02D	ATBM02D	In teaching mathematics to this class, how confident do you feel adapting your teaching to engage students' interest?		
TQM-02E	ATBM02E	In teaching mathematics to this class, how confident do you feel helping students appreciate the value of learning mathematics?		
TQM-03A	ATBM03A	In teaching mathematics to this class, how often do you usually ask students to listen to you explain how to solve problems?		
TQM-03B	ATBM03B	In teaching mathematics to this class, how often do you usually ask students to memorize rules, procedures, and facts?	AT4MASMF	Modified wording in 2011
TQM-03C	ATBM03C	In teaching mathematics to this class, how often do you usually ask students to work problems with your guidance?		



SECTION 3: FOURTH GRADE – TEACHER QUESTIONNAIRE

Exhibit S1.3: Index of International Background Variables for the TIMSS 2011 Teacher Questionnaire - Fourth Grade (Continued)

TIMSS 2011 Question Number	TIMSS 2011 Variable Name	TIMSS 2011 Variable Description (See Questionnaire For Full Item Text)	TIMSS 2007 Variable Name	Notes
TQM-03D	ATBM03D	In teaching mathematics to this class, how often do you usually ask students to work problems together in the whole class with your direct guidance?		
TQM-03E	ATBM03E	In teaching mathematics to this class, how often do you usually ask students to work problems while you are occupied by other tasks?		
TQM-03F	ATBM03F	In teaching mathematics to this class, how often do you usually ask students to explain their answers?	AT4MASEA	
TQM-03G	ATBM03G	In teaching mathematics to this class, how often do you usually ask students to relate what they are learning in mathematics to their daily lives?	AT4MASDL	
TQM-03H	ATBM03H	In teaching mathematics to this class, how often do you usually ask students to take a written test or quiz?		
TQM-04A	ATBM04A	When you teach mathematics to this class, how do you use textbooks?	AT4MTBTC AT4MTXBU	Was two variables in 2007
TQM-04B	ATBM04B	When you teach mathematics to this class, how do you use workbooks or worksheets?		
TQM-04C	ATBM04C	When you teach mathematics to this class, how do you use concrete objects or materials that help students understand quantities or procedures?		
TQM-04D	ATBM04D	When you teach mathematics to this class, how do you use computer software for mathematics instruction?		
TQM-05	ATBM05	Are the students in this class permitted to use calculators during mathematics lessons?	AT4MCAML	
TQM-06A	ATBM06A	Do the students in this class have computer(s) available to use during their mathematics lessons?	AT4MCOMA	
TQM-06B	ATBM06B	Do any of the computer(s) have access to the Internet?	AT4MINTA	
TQM-06CA	ATBM06CA	How often do you have the students explore mathematics principles and concepts on the computer?		
TQM-06CB	ATBM06CB	How often do you have the students practice skills and procedures on the computer?		
TQM-06CC	ATBM06CC	How often do you have the students look up ideas and information on the computer?		
TQM-07AA	ATBM07AA	When have the students in the TIMSS class been taught the topic of concepts of whole numbers, including place value and ordering?	See Question TQ1-22 in 2007 for sub-topics	
TQM-07AB	ATBM07AB	When have the students in the TIMSS class been taught the topic of adding, subtracting, multiplying, and/or dividing with whole numbers?	See Question TQ1-22 in 2007 for sub-topics	
TQM-07AC	ATBM07AC	When have the students in the TIMSS class been taught the topic of concepts of fractions?	See Question TQ1-22 in 2007 for sub-topics	
TQM-07AD	ATBM07AD	When have the students in the TIMSS class been taught adding and subtracting with fractions?	See Question TQ1-22 in 2007 for sub-topics	

Exhibit S1.3: Index of International Background Variables for the TIMSS 2011 Teacher Questionnaire - Fourth Grade (Continued)

TIMSS 2011 Question Number	TIMSS 2011 Variable Name	TIMSS 2011 Variable Description (See Questionnaire For Full Item Text)	TIMSS 2007 Variable Name	Notes
TQM-07AE	ATBM07AE	When have the students in the TIMSS class been taught concepts of decimals, including place value and ordering?		See Question TQ1-22 in 2007 for sub-topics
TQM-07AF	ATBM07AF	When have the students in the TIMSS class been taught the topic of adding and subtracting with decimals?		See Question TQ1-22 in 2007 for sub-topics
TQM-07AG	ATBM07AG	When have the students in the TIMSS class been taught the topic of number sentences?		See Question TQ1-22 in 2007 for sub-topics
TQM-07AH	ATBM07AH	When have the students in the TIMSS class been taught the topic of number patterns?		See Question TQ1-22 in 2007 for sub-topics
TQM-07BA	ATBM07BA	When have the students in the TIMSS class been taught the topic of lines: measuring, estimating length of; parallel and perpendicular lines?		See Question TQ1-22 in 2007 for sub-topics
TQM-07BB	ATBM07BB	When have the students in the TIMSS class been taught the topic of comparing and drawing angles?		See Question TQ1-22 in 2007 for sub-topics
TQM-07BC	ATBM07BC	When have the students in the TIMSS class been taught the topic of using informal coordinate systems to locate points in a plane?		See Question TQ1-22 in 2007 for sub-topics
TQM-07BD	ATBM07BD	When have the students in the TIMSS class been taught the topic of elementary properties of common geometric shapes?		See Question TQ1-22 in 2007 for sub-topics
TQM-07BE	ATBM07BE	When have the students in the TIMSS class been taught the topic of reflections and rotations?		See Question TQ1-22 in 2007 for sub-topics
TQM-07BF	ATBM07BF	When have the students in the TIMSS class been taught the topic of relationships between two-dimensional and three-dimensional shapes?		See Question TQ1-22 in 2007 for sub-topics
TQM-07BG	ATBM07BG	When have the students in the TIMSS class been taught the topic of finding and estimating areas, perimeters and volumes?		See Question TQ1-22 in 2007 for sub-topics
TQM-07CA	ATBM07CA	When have the students in the TIMSS class been taught the topic of reading data from tables, pictographs, bar graphs, or pie charts?		See Question TQ1-22 in 2007 for sub-topics
TQM-07CB	ATBM07CB	When have the students in the TIMSS class been taught the topic of drawing conclusions from data displays?		See Question TQ1-22 in 2007 for sub-topics
TQM-07CC	ATBM07CC	When have the students in the TIMSS class been taught the topic of displaying data using tables, pictographs, and bar graphs?		See Question TQ1-22 in 2007 for sub-topics
TQM-08A	ATBM08A	By the end of this school year, approximately what percentage of teaching time will you have spent on the number content area for the students in this class?		AT4MTTNU
TQM-08B	ATBM08B	By the end of this school year, approximately what percentage of teaching time will you have spent on the geometric shapes and measures content area for the students in this class?		AT4MTTGM
TQM-08C	ATBM08C	By the end of this school year, approximately what percentage of teaching time will you have spent on the data display content area for the students in this class?		AT4MTTDD



SECTION 3: FOURTH GRADE – TEACHER QUESTIONNAIRE

Exhibit S1.3: Index of International Background Variables for the TIMSS 2011 Teacher Questionnaire - Fourth Grade (Continued)

TIMSS 2011 Question Number	TIMSS 2011 Variable Name	TIMSS 2011 Variable Description (See Questionnaire For Full Item Text)	TIMSS 2007 Variable Name	Notes
TQM-08D	ATBM08D	By the end of this school year, approximately what percentage of teaching time will you have spent on other content areas for the students in this class?	AT4MCOTH	
TQM-09A	ATBM09A	How often do you usually assign mathematics homework to the students in this class?		
TQM-09B	ATBM09B	When you assign mathematics homework to the students in this class, about how many minutes do you usually assign?	AT4MHWKM	Modified response options in 2011
TQM-09CA	ATBM09CA	How often do you correct mathematics homework assignments and give feedback to students for this class?		
TQM-09CB	ATBM09CB	How often do you discuss the mathematics homework assignments in class?		
TQM-09CC	ATBM09CC	How often do you monitor whether or not the mathematics homework assignments were completed for this class?		
TQM-10A	ATBM10A	How much emphasis do you place on the evaluation of students' ongoing work to monitor students' progress in mathematics?		
TQM-10B	ATBM10B	How much emphasis do you place on the classroom tests to monitor students' progress in mathematics?		
TQM-10C	ATBM10C	How much emphasis do you place on the national or regional achievement tests to monitor students' progress in mathematics?		
TQM-11A	ATBM11A	In the past two years, have you participated in professional development in mathematics content?	AT4MPDMT	
TQM-11B	ATBM11B	In the past two years, have you participated in professional development in mathematics pedagogy/instruction?	AT4MPDMP	
TQM-11C	ATBM11C	In the past two years, have you participated in professional development in mathematics curriculum?	AT4MPDMC	
TQM-11D	ATBM11D	In the past two years, have you participated in professional development in integrating information technology into mathematics?	AT4MPDIT	
TQM-11E	ATBM11E	In the past two years, have you participated in professional development in mathematics assessment?	AT4MPDMA	
TQM-11F	ATBM11F	In the past two years, have you participated in professional development in addressing individual students' needs?		
TQM-12AA	ATBM12AA	How well prepared do you feel you are to teach concepts of whole numbers, including place value and ordering?	See Question TQ1-11 in 2007 for sub-topics	
TQM-12AB	ATBM12AB	How well prepared do you feel you are to teach adding, subtracting, multiplying and/or dividing with whole numbers?	See Question TQ1-11 in 2007 for sub-topics	
TQM-12AC	ATBM12AC	How well prepared do you feel you are to teach concepts of fractions?	See Question TQ1-11 in 2007 for sub-topics	
TQM-12AD	ATBM12AD	How well prepared do you feel you are to teach adding and subtracting with fractions?	See Question TQ1-11 in 2007 for sub-topics	

Exhibit S1.3: Index of International Background Variables for the TIMSS 2011 Teacher Questionnaire - Fourth Grade (Continued)

TIMSS 2011 Question Number	TIMSS 2011 Variable Name	TIMSS 2011 Variable Description (See Questionnaire For Full Item Text)	TIMSS 2007 Variable Name	Notes
TQM-12AE	ATBM12AE	How well prepared do you feel you are to teach concepts of decimals, including place value and ordering?	See Question TQ1-11 in 2007 for sub-topics	
TQM-12AF	ATBM12AF	How well prepared do you feel you are to teach adding and subtracting with decimals?	See Question TQ1-11 in 2007 for sub-topics	
TQM-12AG	ATBM12AG	How well prepared do you feel you are to teach number sentences?	See Question TQ1-11 in 2007 for sub-topics	
TQM-12AH	ATBM12AH	How well prepared do you feel you are to teach number patterns?	See Question TQ1-11 in 2007 for sub-topics	
TQM-12BA	ATBM12BA	How well prepared do you feel you are to teach lines: measuring, estimating of; parallel and perpendicular lines?	See Question TQ1-11 in 2007 for sub-topics	
TQM-12BB	ATBM12BB	How well prepared do you feel you are to teach comparing and drawing angles?	See Question TQ1-11 in 2007 for sub-topics	
TQM-12BC	ATBM12BC	How well prepared do you feel you are to teach using informal coordinate systems to locate points in a plane?	See Question TQ1-11 in 2007 for sub-topics	
TQM-12BD	ATBM12BD	How well prepared do you feel you are to teach elementary properties of common geometric shapes?	See Question TQ1-11 in 2007 for sub-topics	
TQM-12BE	ATBM12BE	How well prepared do you feel you are to teach reflections and rotations?	See Question TQ1-11 in 2007 for sub-topics	
TQM-12BF	ATBM12BF	How well prepared do you feel you are to teach relationships between two-dimensional and three-dimensional shapes?	See Question TQ1-11 in 2007 for sub-topics	
TQM-12BG	ATBM12BG	How well prepared do you feel you are to teach finding and estimating areas, perimeters and volumes?	See Question TQ1-11 in 2007 for sub-topics	
TQM-12CA	ATBM12CA	How well prepared do you feel you are to teach reading data from tables, pictographs, bar graphs, or pie charts?	See Question TQ1-11 in 2007 for sub-topics	
TQM-12CB	ATBM12CB	How well prepared do you feel you are to teach drawing conclusions from data displays?	See Question TQ1-11 in 2007 for sub-topics	
TQM-12CC	ATBM12CC	How well prepared do you feel you are to teach displaying data using tables, pictographs, and bar graphs?	See Question TQ1-11 in 2007 for sub-topics	
TQS-01A	ATBS01A	Is science taught mainly as a separate subject to the students in this class?	AT4SSSBJ	
TQS-01BA	ATBS01BA	In a typical week, how much time (hours) do you spend teaching science to the students in this class?		Hours and minutes not separate variables in 2007



SECTION 3: FOURTH GRADE – TEACHER QUESTIONNAIRE

Exhibit S1.3: Index of International Background Variables for the TIMSS 2011 Teacher Questionnaire - Fourth Grade (Continued)

TIMSS 2011 Question Number	TIMSS 2011 Variable Name	TIMSS 2011 Variable Description (See Questionnaire For Full Item Text)	TIMSS 2007 Variable Name	Notes
TQS-01BB	ATBS01BB	In a typical week, how much time (minutes) do you spend teaching science to the students in this class?	AT4SYMWT AT4SNMWT	Hours and minutes not separate variables in 2007. Science variables separate in 2007.
TQS-02A	ATBS02A	In teaching science to this class, how confident do you feel answering students' questions about science?		
TQS-02B	ATBS02B	In teaching science to this class, how confident do you feel explaining science concepts or principles by doing science experiments?		
TQS-02C	ATBS02C	In teaching science to this class, how confident do you feel providing challenging tasks for capable students?		
TQS-02D	ATBS02D	In teaching science to this class, how confident do you feel adapting your teaching to engage students' interest?		
TQS-02E	ATBS02E	In teaching science to this class, how confident do you feel helping students appreciate the value of learning science?		
TQS-03A	ATBS03A	In teaching science to this class, how often do you usually ask students to observe natural phenomena such as the weather or a plant growing and describe what they see?	AT4SCSOS	
TQS-03B	ATBS03B	In teaching science to this class, how often do you usually ask students to watch you demonstrate an experiment or investigation?	AT4SCSWE	Modified wording in 2007
TQS-03C	ATBS03C	In teaching science to this class, how often do you usually ask students to design or plan experiments or investigations?	AT4SCSDP	
TQS-03D	ATBS03D	In teaching science to this class, how often do you usually ask students to conduct experiments or investigations?	AT4SCSDI	
TQS-03E	ATBS03E	In teaching science to this class, how often do you usually ask students to read their textbooks or other resource materials?	AT4SCSRO	
TQS-03F	ATBS03F	In teaching science to this class, how often do you usually ask students to memorize facts and principles?	AT4SCSHF	
TQS-03G	ATBS03G	In teaching science to this class, how often do you usually ask students to give explanations about something they are studying?	AT4SCSGS	
TQS-03H	ATBS03H	In teaching science to this class, how often do you usually ask students to relate what they are learning in science to their daily lives?	AT4CSSDL	
TQS-03I	ATBS03I	In teaching science to this class, how often do you usually ask students to do field work outside of class?		
TQS-03J	ATBS03J	In teaching science to the students in this class, how often do you usually ask students to take a written test or quiz?		
TQS-04A	ATBS04A	When you teach science to this class, how do you use textbooks?	AT4STBTC AT4STXBU	Was two variables in 2007
TQS-04B	ATBS04B	When you teach science to this class, how do you use workbooks or worksheets?		
TQS-04C	ATBS04C	When you teach science to this class, how do you use science equipment and materials?		

Exhibit S1.3: Index of International Background Variables for the TIMSS 2011 Teacher Questionnaire - Fourth Grade (Continued)

TIMSS 2011 Question Number	TIMSS 2011 Variable Name	TIMSS 2011 Variable Description (See Questionnaire For Full Item Text)	TIMSS 2007 Variable Name	Notes
TQS-04D	ATBS04D	When you teach science to this class, how do you use computer software for science instruction?		
TQS-04E	ATBS04E	When you teach science to this class, how do you use reference materials?		
TQS-05A	ATBS05A	Do the students in this class have computer(s) available to use when you are teaching science?	AT4SCOMA	
TQS-05B	ATBS05B	Do any of the computer(s) have access to the Internet?	AT4SINTA	
TQS-05CA	ATBS05CA	How often do you have the students practice skills and procedures on the computer?		
TQS-05CB	ATBS05CB	How often do you have the students look up ideas and information on the computer?		
TQS-05CC	ATBS05CC	How often do you have the students do scientific procedures or experiments on the computer?		
TQS-05CD	ATBS05CD	How often do you have students study natural phenomena through simulations on the computer?		
TQS-06AA	ATBS06AA	When have the students in the TIMSS class been taught the topic of major body structures and their functions in humans and other organisms?	See Question TQ1-36 in 2007 for sub-topics	
TQS-06AB	ATBS06AB	When have the students in the TIMSS class been taught the topic of life cycles and reproduction in plants and animals?	See Question TQ1-36 in 2007 for sub-topics	
TQS-06AC	ATBS06AC	When have the students in the TIMSS class been taught the topic of physical features, behavior, and survival of organisms living in different environments?	See Question TQ1-36 in 2007 for sub-topics	
TQS-06AD	ATBS06AD	When have the students in the TIMSS class been taught the topic of relationships in a given community?	See Question TQ1-36 in 2007 for sub-topics	
TQS-06AE	ATBS06AE	When have the students in the TIMSS class been taught the topic of changes in environments?	See Question TQ1-36 in 2007 for sub-topics	
TQS-06AF	ATBS06AF	When have the students in the TIMSS class been taught the topic of human health?	See Question TQ1-36 in 2007 for sub-topics	
TQS-06BA	ATBS06BA	When have the students in the TIMSS class been taught the topic of states of matter and differences in their physical properties including changes in state of matter by heating and cooling?	See Question TQ1-36 in 2007 for sub-topics	
TQS-06BB	ATBS06BB	When have the students in the TIMSS class been taught the topic of classification of objects/materials based on physical properties?	See Question TQ1-36 in 2007 for sub-topics	
TQS-06BC	ATBS06BC	When have the students in this class been taught the topic of forming and separating mixtures?	See Question TQ1-36 in 2007 for sub-topics	
TQS-06BD	ATBS06BD	When have the students in the TIMSS class been taught the topic of familiar changes in materials?	See Question TQ1-36 in 2007 for sub-topics	



SECTION 3: FOURTH GRADE – TEACHER QUESTIONNAIRE

Exhibit S1.3: Index of International Background Variables for the TIMSS 2011 Teacher Questionnaire - Fourth Grade (Continued)

TIMSS 2011 Question Number	TIMSS 2011 Variable Name	TIMSS 2011 Variable Description (See Questionnaire For Full Item Text)	TIMSS 2007 Variable Name	Notes
TQS-06BE	ATBS06BE	When have the students in the TIMSS class been taught the topic of common energy sources/forms and their practical uses?	See Question TQ1-36 in 2007 for sub-topics	
TQS-06BF	ATBS06BF	When have the students in the TIMSS class been taught the topic of light?	See Question TQ1-36 in 2007 for sub-topics	
TQS-06BG	ATBS06BG	When have the students in the TIMSS class been taught the topic of electrical circuits and properties of magnets?	See Question TQ1-36 in 2007 for sub-topics	
TQS-06BH	ATBS06BH	When have the students in the TIMSS class been taught the topic of forces that cause objects to move?	See Question TQ1-36 in 2007 for sub-topics	
TQS-06CA	ATBS06CA	When have the students in the TIMSS class been taught the topic of water on Earth and air?	See Question TQ1-36 in 2007 for sub-topics	
TQS-06CB	ATBS06CB	When have the students in the TIMSS class been taught the topic of common features of Earth's landscape and relationship to human use?	See Question TQ1-36 in 2007 for sub-topics	
TQS-06CC	ATBS06CC	When have the students in the TIMSS class been taught the topic of weather conditions from day to day or over the seasons?	See Question TQ1-36 in 2007 for sub-topics	
TQS-06CD	ATBS06CD	When have the students in the TIMSS class been taught the topic of fossils of animals and plants?	See Question TQ1-36 in 2007 for sub-topics	
TQS-06CE	ATBS06CE	When have the students in the TIMSS class been taught the topic of Earth's solar system?	See Question TQ1-36 in 2007 for sub-topics	
TQS-06CF	ATBS06CF	When have the students in the TIMSS class been taught the topic of day, night, and shadows due to Earth's rotation and its relationship to the Sun?	See Question TQ1-36 in 2007 for sub-topics	
TQS-07A	ATBS07A	By the end of this school year, approximately what percentage of teaching time will you have spent on the life science content area?	AT4SPTLS	
TQS-07B	ATBS07B	By the end of this school year, approximately what percentage of teaching time will you have spent on the physical science content area?	AT4SPTPS	
TQS-07C	ATBS07C	By the end of this school year, approximately what percentage of teaching time will you have spent on the earth science content area?	AT4SPTES	
TQS-07D	ATBS07D	By the end of this school year, approximately what percentage of teaching time will you have spent on other science content area?	AT4SCOTH	
TQS-08A	ATBS08A	How often do you usually assign science homework to the students in this class?		
TQS-08B	ATBS08B	When you assign science homework to the students in this class, about how many minutes do you usually assign?	AT4SHWKM	Modified response options in 2011
TQS-08CA	ATBS08CA	How often do you correct science homework assignments and give feedback to students for this class?		
TQS-08CB	ATBS08CB	How often do you discuss the science homework assignments in class?		

Exhibit S1.3: Index of International Background Variables for the TIMSS 2011 Teacher Questionnaire - Fourth Grade (Continued)

TIMSS 2011 Question Number	TIMSS 2011 Variable Name	TIMSS 2011 Variable Description (See Questionnaire For Full Item Text)	TIMSS 2007 Variable Name	Notes
TQS-08CC	ATBS08CC	How often do you monitor whether or not the science homework assignments were completed for this class?		
TQS-09A	ATBS09A	How much emphasis do you place on the evaluation of students' ongoing work to monitor students' progress in science?		
TQS-09B	ATBS09B	How much emphasis do you place on classroom tests to monitor students' progress in science?		
TQS-09C	ATBS09C	How much emphasis do you place on national or regional achievement tests to monitor students' progress in science?		
TQS-10A	ATBS10A	In the past two years, have you participated in professional development in science content?	AT4SPDST	
TQS-10B	ATBS10B	In the past two years, have you participated in professional development in science pedagogy/instruction?	AT4SPDSP	
TQS-10C	ATBS10C	In the past two years, have you participated in professional development in science curriculum?	AT4SPDSC	
TQS-10D	ATBS10D	In the past two years, have you participated in professional development in integrating information technology into science?	AT4SPDIT	
TQS-10E	ATBS10E	In the past two years, have you participated in professional development in science assessment?	AT4SPDSA	
TQS-10F	ATBS10F	In the past two years, have you participated in professional development in addressing individual students' needs?		
TQS-11AA	ATBS11AA	How well prepared do you feel you are to teach major body structures and their functions in humans and other organisms?	See Question TQ1-28 in 2007 for sub-topics	
TQS-11AB	ATBS11AB	How well prepared do you feel you are to teach life cycles and reproduction in plants and animals?	See Question TQ1-28 in 2007 for sub-topics	
TQS-11AC	ATBS11AC	How well prepared do you feel you are to teach physical features, behavior, and survival of organisms living in different environments?	See Question TQ1-28 in 2007 for sub-topics	
TQS-11AD	ATBS11AD	How well prepared do you feel you are to teach relationships in a given community?	See Question TQ1-28 in 2007 for sub-topics	
TQS-11AE	ATBS11AE	How well prepared do you feel you are to teach changes in environments?	See Question TQ1-28 in 2007 for sub-topics	
TQS-11AF	ATBS11AF	How well prepared do you feel you are to teach human health?	See Question TQ1-28 in 2007 for sub-topics	
TQS-11BA	ATBS11BA	How well prepared do you feel you are to teach states of matter and differences in their physical properties including changes in state of matter by heating and cooling?	See Question TQ1-28 in 2007 for sub-topics	
TQS-11BB	ATBS11BB	How well prepared do you feel you are to teach classification of objects/materials based on physical properties?	See Question TQ1-28 in 2007 for sub-topics	



Exhibit S1.3: Index of International Background Variables for the TIMSS 2011 Teacher Questionnaire - Fourth Grade (Continued)

TIMSS 2011 Question Number	TIMSS 2011 Variable Name	TIMSS 2011 Variable Description (See Questionnaire For Full Item Text)	TIMSS 2007 Variable Name	Notes
TQS-11BC	ATBS11BC	How well prepared do you feel you are to teach forming and separating mixtures?	See Question TQ1-28 in 2007 for sub-topics	
TQS-11BD	ATBS11BD	How well prepared do you feel you are to teach familiar changes in materials?	See Question TQ1-28 in 2007 for sub-topics	
TQS-11BE	ATBS11BE	How well prepared do you feel you are to teach common energy sources/forms and their practical uses?	See Question TQ1-28 in 2007 for sub-topics	
TQS-11BF	ATBS11BF	How well prepared do you feel you are to teach light?	See Question TQ1-28 in 2007 for sub-topics	
TQS-11BG	ATBS11BG	How well prepared do you feel you are to teach electrical circuits and properties of magnets?	See Question TQ1-28 in 2007 for sub-topics	
TQS-11BH	ATBS11BH	How well prepared do you feel you are to teach forces that cause objects to move?	See Question TQ1-28 in 2007 for sub-topics	
TQS-11CA	ATBS11CA	How well prepared do you feel you are to teach water on Earth and air?	See Question TQ1-28 in 2007 for sub-topics	
TQS-11CB	ATBS11CB	How well prepared do you feel you are to teach common features of Earth's landscape and relationship to human use?	See Question TQ1-28 in 2007 for sub-topics	
TQS-11CC	ATBS11CC	How well prepared do you feel you are to teach weather conditions from day to day or over the seasons?	See Question TQ1-28 in 2007 for sub-topics	
TQS-11CD	ATBS11CD	How well prepared do you feel you are to teach fossils of animals and plants?	See Question TQ1-28 in 2007 for sub-topics	
TQS-11CE	ATBS11CE	How well prepared do you feel you are to teach Earth's solar system?	See Question TQ1-28 in 2007 for sub-topics	
TQS-11CF	ATBS11CF	How well prepared do you feel you are to teach day, night, and shadows due to Earth's rotation and its relationship to the Sun?	See Question TQ1-28 in 2007 for sub-topics	

Identification Label

TIMSS 2011

Teacher Questionnaire

<Grade 4>

<TIMSS>
<National Research Center Name>
<Address>



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

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Teacher Questionnaire

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

This questionnaire is addressed to teachers of <fourth-grade> students, and seeks information about teachers' academic and professional backgrounds, classroom resources, instructional practices, and attitudes toward teaching. Since your class has been selected as part of a nationwide sample, your responses are very important in helping to describe 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 45 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 2011

About You

G1 ATBG01 By the end of this school year, how many years will you have been teaching altogether?

_____ years
Please round to the nearest whole number.

G2 ATBG02 Are you female or male?

Check one circle only.

- Female --
Male --

G3 ATBG03 How old are you?

Check one circle only.

- Under 25 --
25–29 --
30–39 --
40–49 --
50–59 --
60 or more --

G4 ATBG04 What is the highest level of formal education you have completed?

Check one circle only.

- Did not complete <ISCED Level 3> --
Finished <ISCED Level 3> --
Finished <ISCED Level 4> --
Finished <ISCED Level 5B> --
Finished <ISCED Level 5A, first degree> --
Finished <ISCED Level 5A, second degree> or higher --

G5

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

Check one circle for each line.

- | | |
|--|--|
| a) Education—Primary/Elementary ----- <input type="radio"/> <input type="radio"/>
b) Education—Secondary ----- <input type="radio"/> <input type="radio"/>
c) Mathematics ----- <input type="radio"/> <input type="radio"/>
d) Science ----- <input type="radio"/> <input type="radio"/>
e) <language of test> ----- <input type="radio"/> <input type="radio"/>
f) Other ----- <input type="radio"/> <input type="radio"/> | Yes <input type="checkbox"/> No <input type="checkbox"/>

ATBG05AA
ATBG05AB
ATBG05AC
ATBG05AD
ATBG05AE
ATBG05AF |
|--|--|

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.

- | | |
|---|--|
| a) Mathematics ----- <input type="radio"/> <input type="radio"/>
b) Science ----- <input type="radio"/> <input type="radio"/>
c) Language/reading ----- <input type="radio"/> <input type="radio"/>
d) Other subject ----- <input type="radio"/> <input type="radio"/> | Yes <input type="checkbox"/> No <input type="checkbox"/>

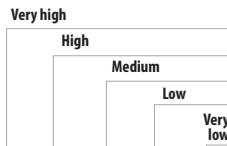
ATBG05BA
ATBG05BB
ATBG05BC
ATBG05BD |
|---|--|



About Your School**G6**

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

Check one circle for each line.

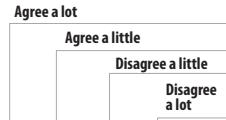


- | | | |
|---------|--|---|
| ATBG06A | a) Teachers' job satisfaction ----- | <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| ATBG06B | b) Teachers' understanding of the school's curricular goals ----- | <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| ATBG06C | c) 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"/> |
| ATBG06D | d) Teachers' expectations for student achievement ----- | <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| ATBG06E | e) Parental support for student achievement ----- | <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| ATBG06F | f) Parental involvement in school activities ----- | <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| ATBG06G | g) Students' regard for school property ----- | <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| ATBG06H | h) Students' desire to do well in school ----- | <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |

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.

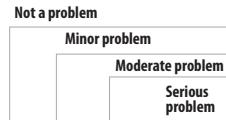


- | | | |
|---------|---|---|
| ATBG07A | a) This school is located in a safe neighborhood ----- | <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| ATBG07B | b) I feel safe at this school ----- | <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <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"/> <input type="radio"/> |
| ATBG07D | d) The students behave in an orderly manner ----- | <input type="radio"/> <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"/> <input type="radio"/> |

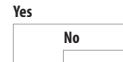
G8

In your current school, how severe is each problem?

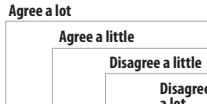
Check one circle for each line.



- | | | |
|---------|---|---|
| ATBG08A | a) The school building needs significant repair ----- | <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| ATBG08B | b) Classrooms are overcrowded ----- | <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| ATBG08C | c) Teachers have too many teaching hours ----- | <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| ATBG08D | d) Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students) ----- | <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| ATBG08E | e) Teachers do not have adequate instructional materials and supplies ----- | <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |

About Being a Teacher**G9****A. Do you use computers in your teaching in any of the following ways?***Check one circle for each line.*

- ATBG09AA a) For preparation -----
- ATBG09AB b) For administration -----
- ATBG09AC c) In your classroom instruction -----

If Yes to “classroom instruction”**B. How much do you agree with the following statements about using computers in your classroom instruction?***Check one circle for each line.*

- ATBG09BA a) I feel comfortable using computers in my teaching ----
- ATBG09BB b) When I have technical problems, I have ready access to computer support staff in my school -----
- ATBG09BC c) I receive adequate support for integrating computers in my teaching activities -----

G10**How often do you have the following types of interactions with other teachers?***Check one circle for each line.*

- a) Discuss how to teach a particular topic ----- ATBG10A
- b) Collaborate in planning and preparing instructional materials ----- ATBG10B
- c) Share what I have learned about my teaching experiences ----- ATBG10C
- d) Visit another classroom to learn more about teaching - ATBG10D
- e) Work together to try out new ideas ----- ATBG10E

About Teaching the <PIRLS/TIMSS> Class

G11

How much do you agree with the following statements?

Check **one** circle for each line.

Agree a lot

Agree a little

Disagree a little

Disagree

a lot

- ATBG11A a) I am content with my profession as a teacher -----
- ATBG11B b) I am satisfied with being a teacher at this school -----
- ATBG11C c) I had more enthusiasm when I began teaching than I have now -----
- ATBG11D d) I do important work as a teacher -----
- ATBG11E e) I plan to continue as a teacher for as long as I can ----
- ATBG11F f) I am frustrated as a teacher ---

G12

A. How many students are in this class?

ATBG12A

_____ students

Write in a number.

B. How many of the students in #G12A are in <fourth grade>?

ATBG12B

_____ <fourth-grade> students

Write in a number.

G13

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

ATBG13

_____ students in this class

Write in a number.

G14

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

Check **one** circle for each line.

Yes

No

- a) I teach the class <language of test>/reading --
- b) I teach the class mathematics -----
- c) I teach the class science -----

ATBG14A

ATBG14B

ATBG14C

**G15**

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

Check **one** circle for each line.

Every or almost every lesson



- | | | |
|---------|--|---|
| ATBG15A | a) Summarize what students should have learned from the lesson ----- | <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| ATBG15B | b) Relate the lesson to students' daily lives ----- | <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| ATBG15C | c) Use questioning to elicit reasons and explanations ----- | <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| ATBG15D | d) Encourage all students to improve their performance --- | <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| ATBG15E | e) Praise students for good effort ----- | <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| ATBG15F | f) Bring interesting materials to class ----- | <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |

G16

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

Check **one** circle for each line.

Not applicable



- | | | |
|--|---|---------|
| a) Students lacking prerequisite knowledge or skills ----- | <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | ATBG16A |
| b) Students suffering from lack of basic nutrition ----- | <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | ATBG16B |
| c) Students suffering from not enough sleep ----- | <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | ATBG16C |
| d) Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment) --- | <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | ATBG16D |
| e) Disruptive students ----- | <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | ATBG16E |
| f) Uninterested students ----- | <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | ATBG16F |



G17

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

Check one circle for each line.

At least once a week

Once or twice a month

4–6 times a year

1–3 times a year

Never

- ATBG17A a) Meet or talk individually with the student's parents to discuss his/her learning progress -----
- ATBG17B b) Send home a progress report on the student's learning -----

Teaching Mathematics to the <PIRLS/TIMSS> Class

Questions M1–M3 ask about mathematics instruction for the <fourth-grade> students in the <PIRLS/TIMSS> class.

M1

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

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

M2

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

Check one circle for each line.

Very confident	Somewhat confident	Not confident
----------------	--------------------	---------------

- ATBM01A a) Answer students' questions about mathematics -----
- ATBM01B b) Show students a variety of problem solving strategies -----
- ATBM02A c) Provide challenging tasks for capable students -----
- ATBM02B d) Adapt my teaching to engage students' interest -----
- ATBM02C e) Help students appreciate the value of learning mathematics -----

M3

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

Check one circle for each line.

Every or almost every lesson

About half the lessons

Some lessons

Never

- a) Listen to me explain how to solve problems -----
- b) Memorize rules, procedures, and facts -----
- c) Work problems (individually or with peers) with my guidance -----
- d) Work problems together in the whole class with direct guidance from me -----
- e) Work problems (individually or with peers) while I am occupied by other tasks -----
- f) Explain their answers -----
- g) Relate what they are learning in mathematics to their daily lives -----
- h) Take a written test or quiz -----

ATBM03A

ATBM03B

ATBM03C

ATBM03D

ATBM03E

ATBM03F

ATBM03G

ATBM03H



Resources for Teaching Mathematics

Questions M4–M6 ask about resources for teaching mathematics to the <fourth-grade> students in the <PIRLS/TIMSS> class.

M4

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

Check one circle for each line.



- ATBM04A a) Textbooks -----
- ATBM04B b) Workbooks or worksheets -----
- ATBM04C c) Concrete objects or materials that help students understand quantities or procedures -----
- ATBM04D d) Computer software for mathematics instruction -----

M5

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

Check one circle only.

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

M6

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

ATBM06A

Check one circle only.

- Yes ---
 - No --- 
- (If No, go to #M7)

If Yes,

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

ATBM06B

Check one circle only.

- Yes ---
- No ---

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

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

- a) Explore mathematics principles and concepts -----
- b) Practice skills and procedures -
- c) Look up ideas and information -----

ATBM06CA

ATBM06CB

ATBM06CC

Mathematics Topics Taught

Questions M7–M8 ask about the topics taught and the content covered in teaching mathematics to the <fourth-grade> students in the <PIRLS/TIMSS> class.

M7

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	<input type="radio"/>
Mostly taught this year	<input type="radio"/>
Not yet taught or just introduced	<input type="radio"/>

A. Number

- ATBM07AA a) Concepts of whole numbers, including place value and ordering -----
- ATBM07AB b) Adding, subtracting, multiplying, and/or dividing with whole numbers -----
- ATBM07AC c) Concepts of fractions (fractions as parts of a whole or of a collection, or as a location on a number line; comparing and ordering fractions) -----
- ATBM07AD d) Adding and subtracting with fractions -----
- ATBM07AE e) Concepts of decimals, including place value and ordering -----
- ATBM07AF f) Adding and subtracting with decimals -----
- ATBM07AG g) Number sentences (finding the missing number, modeling simple situations with number sentences) -----
- ATBM07AH h) Number patterns (extending number patterns and finding missing terms) -----

B. Geometric Shapes and Measures

- ATBM07BA a) Lines: measuring, estimating length of; parallel and perpendicular lines -----
- ATBM07BB b) Comparing and drawing angles -----
- ATBM07BC c) Using informal coordinate systems to locate points in a plane (e.g., in square B4) -----
- ATBM07BD d) Elementary properties of common geometric shapes -----
- ATBM07BE e) Reflections and rotations -----
- ATBM07BF f) Relationships between two-dimensional and three-dimensional shapes -----
- ATBM07BG g) Finding and estimating areas, perimeters, and volumes -----

C. Data Display

- ATBM07CA a) Reading data from tables, pictographs, bar graphs, or pie charts -----
- ATBM07CB b) Drawing conclusions from data displays -----
- ATBM07CC c) Displaying data using tables, pictographs, and bar graphs -----

Mathematics Content Coverage**M8**

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

Write in the percentage for each.

- | | |
|---------|--|
| ATBM08A | a) Number (includes computation with whole numbers, fractions, decimals and pre-algebraic concepts, including number patterns) ----- % |
| ATBM08B | b) Geometric Shapes and Measures (includes two- and three-dimensional shapes, length, area and volume) ----- % |
| ATBM08C | c) Data Display (includes reading, making, and interpreting tables and graphs)----- % |
| ATBM08D | d) Other ----- % |
- Total = 100%**

Mathematics Homework

Question M9 asks about mathematics homework for the <fourth-grade> students in the <PIRLS/TIMSS> class.

M9**A. How often do you usually assign mathematics homework to the students in this class?**

ATBM09A

Check one circle only.

- I do not assign mathematics homework--- 
 (Go to #M10)
- 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.)

ATBM09B

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**

- | | | | |
|--|-----------------------|-----------------------|-----------------------|
| a) Correct assignments and give feedback to students----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Discuss the homework in class ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Monitor whether or not the homework was completed ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

ATBM09CA

ATBM09CB

ATBM09CC

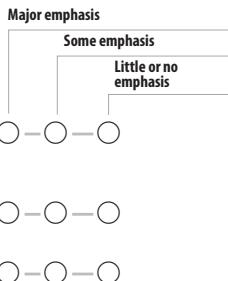
Mathematics Assessment

Question M10 asks about mathematics assessment for the <fourth-grade> students in the <PIRLS/TIMSS> class.

M10

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

Check **one** circle for each line.



ATBM10A

ATBM10B

ATBM10C

Preparation to Teach Mathematics**M11**

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

Check **one** circle for each line.

Yes

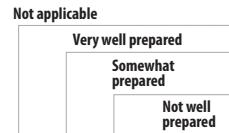
No

- | | | | |
|--|-----------------------|----------------------------------|---------|
| a) Mathematics content ----- | <input type="radio"/> | <input checked="" type="radio"/> | ATBM11A |
| b) Mathematics pedagogy/instruction ----- | <input type="radio"/> | <input checked="" type="radio"/> | ATBM11B |
| c) Mathematics curriculum ----- | <input type="radio"/> | <input checked="" type="radio"/> | ATBM11C |
| d) Integrating information technology into mathematics ----- | <input type="radio"/> | <input checked="" type="radio"/> | ATBM11D |
| e) Mathematics assessment ----- | <input type="radio"/> | <input checked="" type="radio"/> | ATBM11E |
| f) Addressing individual students' needs ----- | <input type="radio"/> | <input checked="" type="radio"/> | ATBM11F |

**M12**

How well prepared do you feel you are to teach the following mathematics topics?
If a topic is not in the <fourth-grade> curriculum or you are not responsible for teaching this topic, please choose "Not applicable."

Check one circle for each line.

**A. Number**

- ATBM12AA a) Concepts of whole numbers, including place value and ordering -----
- ATBM12AB b) Adding, subtracting, multiplying and/or dividing with whole numbers -----
- ATBM12AC c) Concepts of fractions (fractions as parts of a whole or of a collection, or as a location on a number line; comparing and ordering fractions) -----
- ATBM12AD d) Adding and subtracting with fractions -----
- ATBM12AE e) Concepts of decimals, including place value and ordering -----
- ATBM12AF f) Adding and subtracting with decimals -----
- ATBM12AG g) Number sentences (finding the missing number, modeling simple situations with number sentences) -----
- ATBM12AH h) Number patterns (extending number patterns and finding missing terms) -----

B. Geometric Shapes and Measures

- ATBM12BA a) Lines: measuring, estimating length of; parallel and perpendicular lines -----
- ATBM12BB b) Comparing and drawing angles -----
- ATBM12BC c) Using informal coordinate systems to locate points in a plane (e.g., in square B4) -----
- ATBM12BD d) Elementary properties of common geometric shapes -----
- ATBM12BE e) Reflections and rotations -----
- ATBM12BF f) Relationships between two-dimensional and three-dimensional shapes -----
- ATBM12BG g) Finding and estimating areas, perimeters, and volumes -----

C. Data Display

- ATBM12CA a) Reading data from tables, pictographs, bar graphs, or pie charts -----
- ATBM12CB b) Drawing conclusions from data displays -----
- ATBM12CC c) Displaying data using tables, pictographs, and bar graphs -----

Teaching Science to the <PIRLS/TIMSS> Class

Questions S1–S3 ask about science instruction for the <fourth-grade> students in the <PIRLS/TIMSS> class.

S1

ATBS01A

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

Check one circle only.

- Yes---
No---

ATBS01BA

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

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

ATBS01BB

S2

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

Check one circle for each line.

Very confident

Somewhat confident

Not confident

- | | | | | |
|--|-----------------------|-----------------------|-----------------------|---------|
| a) Answer students' questions about science ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ATBS02A |
| b) Explain science concepts or principles by doing science experiments ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ATBS02B |
| c) Provide challenging tasks for capable students ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ATBS02C |
| d) Adapt my teaching to engage students' interest ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ATBS02D |
| e) Help students appreciate the value of learning science ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ATBS02E |



Resources for Teaching Science**S3**

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

Check one circle for each line.

Every or almost every lesson

About half the lessons

Some lessons

Never

- | | | |
|---------|--|---|
| ATBS03A | a) Observe natural phenomena such as the weather or a plant growing and describe what they see ----- | <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| ATBS03B | b) Watch me demonstrate an experiment or investigation --- | <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| ATBS03C | c) Design or plan experiments or investigations ----- | <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| ATBS03D | d) Conduct experiments or investigations ----- | <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| ATBS03E | e) Read their textbooks or other resource materials ----- | <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| ATBS03F | f) Have students memorize facts and principles ----- | <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| ATBS03G | g) Give explanations about something they are studying ----- | <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| ATBS03H | h) Relate what they are learning in science to their daily lives ----- | <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| ATBS03I | i) Do field work outside the class ----- | <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| ATBS03J | j) Take a written test or quiz ----- | <input type="radio"/> <input type="radio"/> <input type="radio"/> |

Questions S4–S5 ask about resources for teaching science to the <fourth-grade> students in the <PIRLS/ TIMSS> class.

S4

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

Check one circle for each line.

Basis for instruction

Supplement

Not used

- | | | |
|---|---|---------|
| a) Textbooks ----- | <input type="radio"/> <input type="radio"/> <input type="radio"/> | ATBS04A |
| b) Workbooks or worksheets ----- | <input type="radio"/> <input type="radio"/> <input type="radio"/> | ATBS04B |
| c) Science equipment and materials ----- | <input type="radio"/> <input type="radio"/> <input type="radio"/> | ATBS04C |
| d) Computer software for science instruction ----- | <input type="radio"/> <input type="radio"/> <input type="radio"/> | ATBS04D |
| e) Reference materials (e.g., encyclopedia, dictionary) ----- | <input type="radio"/> <input type="radio"/> <input type="radio"/> | ATBS04E |

**S5**

ATBS05A

A. Do the students in this class have computer(s) available to use when you are teaching science?

Check one circle only.

- Yes---
- No--- →
 (If No, go to #S6)

If Yes,

ATBS05B

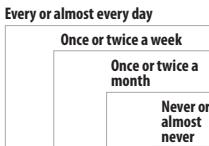
B. Do any of the computer(s) have access to the Internet?

Check one circle only.

- Yes---
- No---

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

Check one circle for each line.



ATBS05CA

a) Practice skills and procedures -

ATBS05CB

b) Look up ideas and information -----

ATBS05CC

c) Do scientific procedures or experiments -----

ATBS05CD

d) Study natural phenomena through simulations -----

Science Topics Taught

Questions S6–S7 ask about the topics taught and the content covered in teaching science to the <fourth-grade> students in the <PIRLS/TIMSS> class.

S6

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.

**A. Life Science**

- ATBS06AA a) Major body structures and their functions in humans and other organisms (plants and animals) -----
- ATBS06AB b) Life cycles and reproduction in plants and animals -----
- ATBS06AC c) Physical features, behavior, and survival of organisms living in different environments -----
- ATBS06AD d) Relationships in a given community (e.g., simple food chains, predator-prey relationships) -----
- ATBS06AE e) Changes in environments (effects of human activity, pollution and its prevention) -----
- ATBS06AF f) Human health (e.g., transmission/prevention of communicable diseases, signs of health/illness, diet, exercise) -----

B. Physical Science

- ATBS06BA a) States of matter (solids, liquids, gases) and differences in their physical properties (shape, volume), including changes in state of matter by heating and cooling -----
- ATBS06BB b) Classification of objects/materials based on physical properties (e.g., weight/mass, volume, magnetic attraction) -----
- ATBS06BC c) Forming and separating mixtures -----
- ATBS06BD d) Familiar changes in materials (e.g., decaying, burning, rusting, cooking) -----
- ATBS06BE e) Common energy sources/forms and their practical uses (e.g., the Sun, electricity, water, wind) -----
- ATBS06BF f) Light (e.g., sources, behavior) -----
- ATBS06BG g) Electrical circuits and properties of magnets -----
- ATBS06BH h) Forces that cause objects to move (e.g., gravity, push/pull forces) -----

C. Earth Science

- ATBS06CA a) Water on Earth (location, types, and movement) and air (composition, proof of its existence, uses) -----
- ATBS06CB b) Common features of Earth's landscape (e.g., mountains, plains, rivers, deserts) and relationship to human use (e.g., farming, irrigation, land development) -----
- ATBS06CC c) Weather conditions from day to day or over the seasons -----
- ATBS06CD d) Fossils of animals and plants (age, location, formation) -----
- ATBS06CE e) Earth's solar system (planets, Sun, moon) -----
- ATBS06CF f) Day, night, and shadows due to Earth's rotation and its relationship to the Sun -----

Science Content Coverage**S7**

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

Write in the percentage for each.

- | | | |
|---------|---|---|
| ATBS07A | a) Life science (includes environmental issues) ----- | % |
| ATBS07B | b) Physical science (includes topics in physics and chemistry)----- | % |
| ATBS07C | c) Earth science (includes Earth and the solar system)----- | % |
| ATBS07D | d) Other ----- | % |

Total = 100%**Science Homework**

Question S8 asks about science homework for the **<fourth-grade>** students in the <PIRLS/TIMSS> class.

S8

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

ATBS08A

Check one circle only.

- I do not assign science homework --- 
 (Go to #59)
- 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.)

ATBS08B

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**

- | | | | |
|--|-----------------------|-----------------------|-----------------------|
| a) Correct assignments and give feedback to students ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Discuss the homework in class ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Monitor whether or not the homework was completed ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

ATBS08CA

ATBS08CB

ATBS08CC



Science Assessment

Question S9 asks about science assessment for the <fourth-grade> students in the <PIRLS/TIMSS> class.

S9

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

Check one circle for each line.

Major emphasis

Some emphasis

Little or no emphasis

ATBS09A

a) Evaluation of students' ongoing work -----

ATBS09B

b) Classroom tests (for example, teacher-made or textbook tests) -----

ATBS09C

c) National or regional achievement tests -----

Preparation to Teach Science**S10**

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

Check one circle for each line.

Yes

No

- | | | | |
|--|-----------------------|----------------------------------|---------|
| a) Science content ----- | <input type="radio"/> | <input checked="" type="radio"/> | ATBS10A |
| b) Science pedagogy/instruction ----- | <input type="radio"/> | <input checked="" type="radio"/> | ATBS10B |
| c) Science curriculum ----- | <input type="radio"/> | <input checked="" type="radio"/> | ATBS10C |
| d) Integrating information technology into science ----- | <input type="radio"/> | <input checked="" type="radio"/> | ATBS10D |
| e) Science assessment ----- | <input type="radio"/> | <input checked="" type="radio"/> | ATBS10E |
| f) Addressing individual students' needs ----- | <input type="radio"/> | <input checked="" type="radio"/> | ATBS10F |



**S11**

How well prepared do you feel you are to teach the following science topics?
If a topic is not in the <fourth-grade> curriculum or you are not responsible for teaching this topic, please choose "Not applicable."

Check one circle for each line.

**A. Life Science**

- ATBS11AA a) Major body structures and their functions in humans and other organisms (plants and animals) -----
- ATBS11AB b) Life cycles and reproduction in plants and animals -----
- ATBS11AC c) Physical features, behavior, and survival of organisms living in different environments -----
- ATBS11AD d) Relationships in a given community (e.g., simple food chains, predator-prey relationships) -----
- ATBS11AE e) Changes in environments (effects of human activity, pollution and its prevention) -----
- ATBS11AF f) Human health (e.g., transmission/prevention of communicable diseases, signs of health/illness, diet, exercise) -----

B. Physical Science

- ATBS11BA a) States of matter (solids, liquids, gases) and differences in their physical properties (shape, volume), including changes in state of matter by heating and cooling -----
- ATBS11BB b) Classification of objects/materials based on physical properties (e.g., weight/mass, volume, magnetic attraction) -----
- ATBS11BC c) Forming and separating mixtures -----
- ATBS11BD d) Familiar changes in materials (e.g., decaying, burning, rusting, cooking) -----
- ATBS11BE e) Common energy sources/forms and their practical uses (e.g., the Sun, electricity, water, wind) -----
- ATBS11BF f) Light (e.g., sources, behavior) -----
- ATBS11BG g) Electrical circuits and properties of magnets -----
- ATBS11BH h) Forces that cause objects to move (e.g., gravity, push/pull forces) -----

C. Earth Science

- ATBS11CA a) Water on Earth (location, types, and movement) and air (composition, proof of its existence, uses) -----
- ATBS11CB b) Common features of Earth's landscape (e.g., mountains, plains, rivers, deserts) and relationship to human use (e.g., farming, irrigation, land development) -----
- ATBS11CC c) Weather conditions from day to day or over the seasons -----
- ATBS11CD d) Fossils of animals and plants (age, location, formation) -----
- ATBS11CE e) Earth's solar system (planets, Sun, moon) -----
- ATBS11CF f) Day, night, and shadows due to Earth's rotation and its relationship to the Sun -----

Thank You

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



BOSTON
COLLEGE

timssandpirls.bc.edu

TIMSS 2011

Teacher Questionnaire

<Grade 4>



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

INTERNATIONAL VERSION OF THE TIMSS 2011
BACKGROUND AND CURRICULUM QUESTIONNAIRES
SUPPLEMENT 1

Section 4

Fourth Grade – School Questionnaire



Exhibit S1.4: Index of International Background Variables for the TIMSS 2011 School Questionnaire - Fourth Grade

TIMSS 2011 Question Number	TIMSS 2011 Variable Name	TIMSS 2011 Variable Description (See Questionnaire For Full Item Text)	TIMSS 2007 Variable Name	Notes
SCQ-01	ACBG01	What is the total enrollment of students in your school as of <first day of month PIRLS/TIMSS testing begins, 2010/2011>?	AC4GTENR	
SCQ-02	ACBG02	What is the total enrollment of <fourth-grade> students in your school as of <first day of month PIRLS/TIMSS testing begins, 2010/2011>?	AC4GEENR	
SCQ-03A	ACBG03A	Approximately what percentage of students in your school come from economically disadvantaged homes?	AC4GSBED	
SCQ-03B	ACBG03B	Approximately what percentage of students in your school come from economically affluent homes?	AC4GSBEA	
SCQ-04	ACBG04	Approximately what percentage of students in your school have <language of test> as their native language?	AC4GNALA	
SCQ-05A	ACBG05A	How many people live in the city, town, or area where your school is located?	AC4GCOMU	
SCQ-05B	ACBG05B	Which best describes the immediate area in which your school is located?		
SCQ-05C	ACBG05C	Which best characterizes the average income level of the school's immediate area?		
SCQ-06A	ACBG06A	How many days per year is your school open for instruction?	AC4GDYSO	
SCQ-06BA	ACBG06BA	What is the total instructional time (hours), excluding breaks, in a typical day?	AC4GHTIT	
SCQ-06BB	ACBG06BB	What is the total instructional time (minutes), excluding breaks, in a typical day?	AC4GMTIT	
SCQ-06C	ACBG06C	In one calendar week, how many days is the school open for instruction?	AC4GDSOI	
SCQ-07	ACBG07	What is the total number of computers that can be used for instructional purposes by <fourth-grade> students?	AC4GCMPS	Modified wording in 2011
SCQ-08A	ACBG08A	Does your school have a science laboratory that can be used by <fourth-grade> students?	AC4SSLAB	Modified wording in 2011
SCQ-09	ACBG09	Does your school have a school library?		
SCQ-09A	ACBG09A	Approximately how many books with different titles does your school library have?		
SCQ-09B	ACBG09B	Approximately how many titles of magazines and other periodicals does your school library have?		
SCQ-10AA	ACBG10AA	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of instructional materials?	AC4GST01	
SCQ-10AB	ACBG10AB	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of supplies?	AC4GST02	Modified wording in 2011
SCQ-10AC	ACBG10AC	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of school buildings and grounds?	AC4GST03	

Exhibit S1.4: Index of International Background Variables for the TIMSS 2011 School Questionnaire - Fourth Grade (Continued)

TIMSS 2011 Question Number	TIMSS 2011 Variable Name	TIMSS 2011 Variable Description (See Questionnaire For Full Item Text)	TIMSS 2007 Variable Name	Notes
SCQ-10AD	ACBG10AD	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of heating/cooling and lighting systems?	AC4GST04	
SCQ-10AE	ACBG10AE	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of instructional space?	AC4GST05	
SCQ-10AF	ACBG10AF	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of technologically competent staff?		
SCQ-10AG	ACBG10AG	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of computers for instruction?	AC4GMT07 AC4SST13	Separate for mathematics and science in 2007
SCQ-10BA	ACBG10BA	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of teachers with a specialization in reading?		
SCQ-10BB	ACBG10BB	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of computer software for reading instruction?		
SCQ-10BC	ACBG10BC	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of library books?		
SCQ-10BD	ACBG10BD	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of audio-visual resources for reading instruction?		
SCQ-10CA	ACBG10CA	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of teachers with a specialization in mathematics?		
SCQ-10CB	ACBG10CB	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of computer software for mathematics instruction?	AC4GMT08	
SCQ-10CC	ACBG10CC	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of library materials relevant to mathematics instruction?	AC4GMT10	
SCQ-10CD	ACBG10CD	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of audio-visual resources for mathematics instruction?	AC4GMT11	
SCQ-10CE	ACBG10CE	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of calculators for mathematics instruction?	AC4GMT09	
SCQ-10DA	ACBG10DA	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of teachers with a specialization in science?		
SCQ-10DB	ACBG10DB	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of computer software for science instruction?	AC4SST14	
SCQ-10DC	ACBG10DC	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of library materials relevant to science instruction?	AC4SST16	
SCQ-10DD	ACBG10DD	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of audio-visual resources for science instruction?	AC4SST17	
SCQ-10DE	ACBG10DE	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of science equipment and materials?	AC4SST12	
SCQ-11AA	ACBG11AA	How often does your school inform parents about their child's learning progress?		
SCQ-11AB	ACBG11AB	How often does your school inform parents about the behavior and well-being of their child at school?		



Exhibit S1.4: Index of International Background Variables for the TIMSS 2011 School Questionnaire - Fourth Grade (Continued)

TIMSS 2011 Question Number	TIMSS 2011 Variable Name	TIMSS 2011 Variable Description (See Questionnaire For Full Item Text)	TIMSS 2007 Variable Name	Notes
SCQ-11AC	ACBG11AC	How often does your school discuss parents' concerns or wishes about their child's learning?		
SCQ-11AD	ACBG11AD	How often does your school support individual parents in helping their child with schoolwork?		
SCQ-11BA	ACBG11BA	How often does your school ask parents to volunteer for school projects, programs, and trips?	AC4GAPVO	Modified wording and response options in 2011
SCQ-11BB	ACBG11BB	How often does your school ask parents to serve on school committees?	AC4GAPSC	Modified wording and response options in 2011
SCQ-11CA	ACBG11CA	How often does your school inform parents about the overall academic achievement of the school?		
SCQ-11CB	ACBG11CB	How often does your school inform parents about school accomplishments?		
SCQ-11CC	ACBG11CC	How often does your school inform parents about the educational goals and pedagogic principles of the school?		
SCQ-11CD	ACBG11CD	How often does your school inform parents about the rules of the school?		
SCQ-11CE	ACBG11CE	How often does your school discuss parents' concerns or wishes about the school's organization?		
SCQ-11CF	ACBG11CF	How often does your school provide parents with additional learning materials for their child to use at home?		
SCQ-11CG	ACBG11CG	How often does your school organize workshops or seminars for parents on learning or pedagogical issues?		
SCQ-12A	ACBG12A	How would you characterize teachers' job satisfaction within your school?	AC4GCHTS	
SCQ-12B	ACBG12B	How would you characterize teachers' understanding of the school's curricular goals within your school?	AC4GCHTU	
SCQ-12C	ACBG12C	How would you characterize teachers' degree of success in implementing the school's curriculum within your school?	AC4GCHTC	
SCQ-12D	ACBG12D	How would you characterize teachers' expectations for student achievement within your school?	AC4GCHES	
SCQ-12E	ACBG12E	How would you characterize parental support for student achievement within your school?	AC4GCHPS	
SCQ-12F	ACBG12F	How would you characterize parental involvement in school activities within your school?	AC4GCHPI	
SCQ-12G	ACBG12G	How would you characterize students' regard for school property within your school?	AC4GCHSR	
SCQ-12H	ACBG12H	How would you characterize students' desire to do well within your school?	AC4GCHSD	
SCQ-13AA	ACBG13AA	To what degree is arriving late at school a problem among <fourth-grade> students in your school?	AC4GSP01	Modified response options in 2011

Exhibit S1.4: Index of International Background Variables for the TIMSS 2011 School Questionnaire - Fourth Grade (Continued)

TIMSS 2011 Question Number	TIMSS 2011 Variable Name	TIMSS 2011 Variable Description (See Questionnaire For Full Item Text)	TIMSS 2007 Variable Name	Notes
SCQ-13AB	ACBG13AB	To what degree is absenteeism a problem among <fourth-grade> students in your school?	AC4GSP02	Modified response options in 2011
SCQ-13AC	ACBG13AC	To what degree is classroom disturbance a problem among <fourth-grade> students in your school?	AC4GSP05	Modified response options in 2011
SCQ-13AD	ACBG13AD	To what degree is cheating a problem among <fourth-grade> students in your school?	AC4GSP06	Modified response options in 2011
SCQ-13AE	ACBG13AE	To what degree is profanity a problem among <fourth-grade> students in your school?	AC4GSP07	Modified response options in 2011
SCQ-13AF	ACBG13AF	To what degree is vandalism a problem among <fourth-grade> students in your school?	AC4GSP08	Modified response options in 2011
SCQ-13AG	ACBG13AG	To what degree is theft a problem among <fourth-grade> students in your school?	AC4GSP09	Modified response options in 2011
SCQ-13AH	ACBG13AH	To what degree is intimidation or verbal abuse among students a problem among <fourth-grade> students in your school?	AC4GSP10	Modified response options in 2011
SCQ-13AI	ACBG13AI	To what degree is physical fights among students a problem among <fourth-grade> students in your school?	AC4GSP11	Modified wording and response options in 2011
SCQ-13AJ	ACBG13AJ	To what degree is intimidation or verbal abuse of teachers or staff a problem among <fourth-grade> students in your school?	AC4GSP12	Modified response options in 2011
SCQ-13BA	ACBG13BA	To what degree is arriving late or leaving early a problem among teachers in your school?		
SCQ-13BB	ACBG13BB	To what degree is absenteeism a problem among teachers in your school?		
SCQ-14A	ACBG14A	In your school, are observations by the principal or senior staff used to evaluate the practice of <fourth-grade> teachers?	AC4MEPOS	
SCQ-14B	ACBG14B	In your school, are observations by inspectors, or other persons external to the school used to evaluate the practice of <fourth-grade> teachers?	AC4MEPOE	
SCQ-14C	ACBG14C	In your school, is student achievement used to evaluate the practice of <fourth-grade> teachers?	AC4MEPSA	
SCQ-14D	ACBG14D	In your school, is teacher peer review used to evaluate the practice of <fourth-grade> teachers?	AC4MEPTR	
SCQ-15A	ACBG15A	During the past year, approximately how much time have you spent promoting the school's educational vision or goals in your role as a school principal?		
SCQ-15B	ACBG15B	During the past year, approximately how much time have you spent developing the school's curricular and educational goals in your role as a school principal?		
SCQ-15C	ACBG15C	During the past year, approximately how much time have you spent monitoring teachers' implementation of the school's educational goals in their teaching in your role as a school principal?		
SCQ-15D	ACBG15D	During the past year, approximately how much time have you spent monitoring students' learning progress to ensure that the school's educational goals are reached in your role as a school principal?		
SCQ-15E	ACBG15E	During the past year, approximately how much time have you spent keeping an orderly atmosphere in the school in your role as a school principal?		



Exhibit S1.4: Index of International Background Variables for the TIMSS 2011 School Questionnaire - Fourth Grade (Continued)

TIMSS 2011 Question Number	TIMSS 2011 Variable Name	TIMSS 2011 Variable Description (See Questionnaire For Full Item Text)	TIMSS 2007 Variable Name	Notes
SCQ-15F	ACBG15F	During the past year, approximately how much time have you spent ensuring that there are clear rules for student behavior in your role as a school principal?		
SCQ-15G	ACBG15G	During the past year, approximately how much time have you spent addressing disruptive student behavior in your role as a school principal?		
SCQ-15H	ACBG15H	During the past year, approximately how much time have you spent creating a climate of trust among teachers in your role as a school principal?		
SCQ-15I	ACBG15I	During the past year, approximately how much time have you spent initiating a discussion to help teachers who have problems in the classroom in your role as a school principal?		
SCQ-15J	ACBG15J	During the past year, approximately how much time have you spent advising teachers who have questions or problems with their teaching in your role as a school principal?		
SCQ-15K	ACBG15K	During the past year, approximately how much time have you spent visiting other schools or attending educational conferences for new ideas in your role as a school principal?		
SCQ-15L	ACBG15L	During the past year, approximately how much time have you spent initiating educational projects or improvements in your role as a school principal?		
SCQ-15M	ACBG15M	During the past year, approximately how much time have you spent participating in professional development activities specifically for school principals in your role as a school principal?		
SCQ-16A	ACBG16A	About how many of the students in your school can recognize most of the letters of the alphabet when they begin primary/elementary school?		
SCQ-16B	ACBG16B	About how many of the students in your school can read some words when they begin primary/elementary school?		
SCQ-16C	ACBG16C	About how many of the students in your school can read sentences when they begin primary/elementary school?		
SCQ-16D	ACBG16D	About how many of the students in your school can write letters of the alphabet when they begin primary/elementary school?		
SCQ-16E	ACBG16E	About how many of the students in your school can write some words when they begin primary/elementary school?		
SCQ-16F	ACBG16F	About how many of the students in your school can count up to 100 or higher when they begin primary/elementary school?		
SCQ-16G	ACBG16G	About how many of the students in your school can recognize all 10 written numbers from 1-10 when they begin primary/elementary school?		
SCQ-16H	ACBG16H	About how many of the students in your school can write all 10 numbers from 1-10 when they begin primary/elementary school?		
SCQ-17A	ACBG17A	At which grade does knowing letters of the alphabet first receive a major emphasis in instruction in your school?		
SCQ-17B	ACBG17B	At which grade does knowing letter-sound relationships first receive a major emphasis in instruction in your school?		
SCQ-17C	ACBG17C	At which grade does reading words first receive a major emphasis in instruction in your school?		

Exhibit S1.4: Index of International Background Variables for the TIMSS 2011 School Questionnaire - Fourth Grade (Continued)

TIMSS 2011 Question Number	TIMSS 2011 Variable Name	TIMSS 2011 Variable Description (See Questionnaire For Full Item Text)	TIMSS 2007 Variable Name	Notes
SCQ-17D	ACBG17D	At which grade does reading isolated sentences first receive a major emphasis in instruction in your school?		
SCQ-17E	ACBG17E	At which grade does reading connected text first receive a major emphasis in instruction in your school?		
SCQ-17F	ACBG17F	At which grade does locating information within the text first receive a major emphasis in instruction in your school?		
SCQ-17G	ACBG17G	At which grade does identifying the main idea of a text first receive a major emphasis in instruction in your school?		
SCQ-17H	ACBG17H	At which grade does explaining or supporting their understanding of a text first receive a major emphasis in instruction in your school?		
SCQ-17I	ACBG17I	At which grade does comparing a text with personal experience first receive a major emphasis in instruction in your school?		
SCQ-17J	ACBG17J	At which grade does comparing different texts first receive a major emphasis in instruction in your school?		
SCQ-17K	ACBG17K	At which grade do making predictions about what will happen next in a text first receive a major emphasis in instruction in your school?		
SCQ-17L	ACBG17L	At which grade does making generalizations and drawing inferences based on a text first receive a major emphasis in instruction in your school?		
SCQ-17M	ACBG17M	At which grade does describing the style or structure of a text first receive a major emphasis in instruction in your school?		
SCQ-17N	ACBG17N	At which grade does determining the author's perspective or intention first receive a major emphasis in instruction in your school?		
SCQ-18A	ACBG18A	Compared with other areas of the curriculum, how much emphasis does your school place on teaching reading to students in <grades 1-4>?		
SCQ-18B	ACBG18B	Compared with other areas of the curriculum, how much emphasis does your school place on teaching writing to students in <grades 1-4>?		
SCQ-18C	ACBG18C	Compared with other areas of the curriculum, how much emphasis does your school place on teaching speaking/listening to students in <grades 1-4>?		
SCQ-19	ACBG19	For students in <fourth-grade> and below, does your school make provisions for reading instruction in mother tongue for students whose mother tongue is not <language of test>?		



Identification Label

TIMSS 2011

School Questionnaire

<Grade 4>

<TIMSS>
<National Research Center Name>
<Address>



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

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Lynch School of Education, Boston College

INTERNATIONAL VERSION OF THE TIMSS 2011
BACKGROUND AND CURRICULUM QUESTIONNAIRES
SUPPLEMENT 1

School Questionnaire

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

This questionnaire is addressed to school principals and department heads who are asked to supply information about their schools. Since your school has been selected as part of a nationwide sample, your responses are very important in helping to describe 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 2011

School Enrollment and Characteristics

1

ACBG01

What is the total enrollment of students in your school as of <first day of month PIRLS/TIMSS testing begins, 2010/2011>?

_____ students
Write in a number.

2

ACBG02

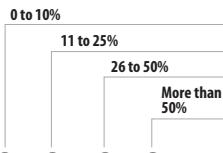
What is the total enrollment of <fourth-grade> students in your school as of <first day of month PIRLS/TIMSS testing begins, 2010/2011>?

_____ students
Write in a number.

3

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

Check one circle for each line.



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

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

4

ACBG04

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?

Check one circle only.

- More than 500,000 people -- ○
- 100,001 to 500,000 people -- ○
- 50,001 to 100,000 people -- ○
- 15,001 to 50,000 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?

ACBG05A

ACBG05B

ACBG05C

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 --- ○

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

Check one circle only.

- High--- ○
- Medium--- ○
- Low--- ○



Instructional Time**Resources and Technology****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.

- ACBG06BA **B. What is the total instructional time, excluding breaks, in a typical day?**

ACBG06BB _____ hours and _____ minutes
Write in the number of hours and 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---

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

ACBG07

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

ACBG08

Check **one** circle only.

- Yes---
 No---

9**Does your school have a school library?**

ACBG09

Check **one** circle only.

- Yes---
 No--- →
 (If No, go to #10)

If Yes,

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

ACBG09A

Check **one** circle only.

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

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

ACBG09B

Check **one** circle only.

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

10

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

- ACBG10AA a) Instructional materials (e.g., textbooks) -----
- ACBG10AB b) Supplies (e.g., papers, pencils) -----
- ACBG10AC c) School buildings and grounds -----
- ACBG10AD d) Heating/cooling and lighting systems-----
- ACBG10AE e) Instructional space (e.g., classrooms)-----
- ACBG10AF f) Technologically competent staff-----
- ACBG10AG g) Computers for instruction -----

B. Resources for Reading Instruction

- ACBG10BA a) Teachers with a specialization in reading-----
- ACBG10BB b) Computer software for reading instruction-----
- ACBG10BC c) Library books-----
- ACBG10BD d) Audio-visual resources for reading instruction-----

Check one circle for each line.

Not at all	A little	Some	A lot
------------	----------	------	-------

C. Resources for Mathematics Instruction

- ACBG10CA a) Teachers with a specialization in mathematics -----
- ACBG10CB b) Computer software for mathematics instruction-----
- ACBG10CC c) Library materials relevant to mathematics instruction----
- ACBG10CD d) Audio-visual resources for mathematics instruction-----
- ACBG10CE e) Calculators for mathematics instruction-----

D. Resources for Science Instruction

- ACBG10DA a) Teachers with a specialization in science -----
- ACBG10DB b) Computer software for science instruction -----
- ACBG10DC c) Library materials relevant to science instruction -----
- ACBG10DD d) Audio-visual resources for science instruction -----
- ACBG10DE e) Science equipment and materials -----

Involving Parents in Your School**11****A. How often does your school do the following for parents concerning individual students?**

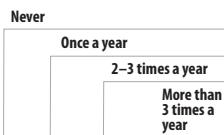
Check one circle for each line.



- ACBG11AA a) Inform parents about their child's learning progress -----
- ACBG11AB b) Inform parents about the behavior and well-being of their child at school -----
- ACBG11AC c) Discuss parents' concerns or wishes about their child's learning -----
- ACBG11AD d) Support individual parents in helping their child with schoolwork -----

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

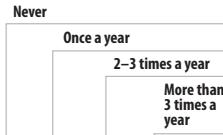
Check one circle for each line.



- ACBG11BA a) Volunteer for school projects, programs, and trips -----
- ACBG11BB b) Serve on school committees -----

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

Check one circle for each line.

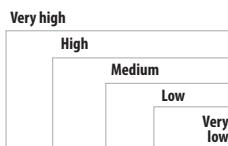


- a) Inform parents about the overall academic achievement of the school (e.g., results of national tests, results of inspections of learning) ----- ACBG11CA
- b) Inform parents about school accomplishments (e.g., tournament results, facility improvements) ----- ACBG11CB
- c) Inform parents about the educational goals and pedagogic principles of the school ----- ACBG11CC
- d) Inform parents about the rules of the school ----- ACBG11CD
- e) Discuss parents' concerns or wishes about the school's organization (e.g., rules and regulations, time tables, safety measures) ----- ACBG11CE
- f) Provide parents with additional learning materials (e.g., books, computer software) for their child to use at home ----- ACBG11CF
- g) Organize workshops or seminars for parents on learning or pedagogical issues ----- ACBG11CG

School Climate**12**

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

Check one circle for each line.

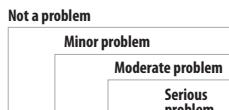


- | | | | | | | | |
|---------|--|-----------------------|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| ACBG12A | a) Teachers' job satisfaction ----- | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ACBG12B | b) Teachers' understanding of the school's curricular goals----- | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ACBG12C | c) Teachers' degree of success in implementing the school's curriculum ----- | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ACBG12D | d) Teachers' expectations for student achievement ----- | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ACBG12E | e) Parental support for student achievement ----- | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ACBG12F | f) Parental involvement in school activities ----- | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ACBG12G | g) Students' regard for school property ----- | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ACBG12H | h) Students' desire to do well in school----- | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

13

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

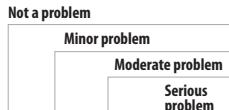
Check one circle for each line.



- | | | | | | | |
|----------|---|-----------------------|----------------------------------|-----------------------|-----------------------|-----------------------|
| ACBG13AA | a) Arriving late at school----- | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ACBG13AB | b) Absenteeism (i.e., unjustified absences) ----- | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ACBG13AC | c) Classroom disturbance----- | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ACBG13AD | d) Cheating----- | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ACBG13AE | e) Profanity ----- | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ACBG13AF | f) Vandalism----- | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ACBG13AG | g) Theft----- | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ACBG13AH | h) Intimidation or verbal abuse among students (including texting, emailing, etc.) ----- | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ACBG13AI | i) Physical fights among students----- | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ACBG13AJ | j) Intimidation or verbal abuse of teachers or staff (including texting, emailing, etc.)----- | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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

Check one circle for each line.



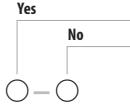
- | | | | | | |
|----------|--------------------------------------|-----------------------|----------------------------------|-----------------------|-----------------------|
| ACBG13BA | a) Arriving late or leaving early--- | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ACBG13BB | b) Absenteeism ----- | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Teachers in Your School**14**

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

Check one circle for each line.

- | | |
|--|---|
| ACBG14A
ACBG14B
ACBG14C
ACBG14D | a) Observations by the principal or senior staff ----- <input type="radio"/> — <input type="radio"/>
b) Observations by inspectors or other persons external to the school ----- <input type="radio"/> — <input type="radio"/>
c) Student achievement ----- <input type="radio"/> — <input type="radio"/>
d) Teacher peer review ----- <input type="radio"/> — <input type="radio"/> |
|--|---|

**Leadership Activities****15**

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

Check one circle for each line.

- | | |
|---|---|
| a) Promoting the school's educational vision or goals ----- <input type="radio"/> — <input type="radio"/>
b) Developing the school's curricular and educational goals ----- <input type="radio"/> — <input type="radio"/> — <input type="radio"/>
c) Monitoring teachers' implementation of the school's educational goals in their teaching ----- <input type="radio"/> — <input type="radio"/> — <input type="radio"/>
d) Monitoring students' learning progress to ensure that the school's educational goals are reached ----- <input type="radio"/> — <input type="radio"/> — <input type="radio"/>
e) Keeping an orderly atmosphere in the school ----- <input type="radio"/> — <input type="radio"/> — <input type="radio"/>
f) Ensuring that there are clear rules for student behavior ----- <input type="radio"/> — <input type="radio"/> — <input type="radio"/>
g) Addressing disruptive student behavior ----- <input type="radio"/> — <input type="radio"/> — <input type="radio"/>
h) Creating a climate of trust among teachers ----- <input type="radio"/> — <input type="radio"/> — <input type="radio"/>
i) Initiating a discussion to help teachers who have problems in the classroom ----- <input type="radio"/> — <input type="radio"/> — <input type="radio"/>
j) Advising teachers who have questions or problems with their teaching ----- <input type="radio"/> — <input type="radio"/> — <input type="radio"/>
k) Visiting other schools or attending educational conferences for new ideas ----- <input type="radio"/> — <input type="radio"/> — <input type="radio"/>
l) Initiating educational projects or improvements ----- <input type="radio"/> — <input type="radio"/> — <input type="radio"/>
m) Participating in professional development activities specifically for school principals ----- <input type="radio"/> — <input type="radio"/> — <input type="radio"/> | ACBG15A
ACBG15B
ACBG15C
ACBG15D
ACBG15E
ACBG15F
ACBG15G
ACBG15H
ACBG15I
ACBG15J
ACBG15K
ACBG15L
ACBG15M |
|---|---|

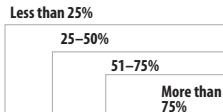
Check one circle for each line.



School Readiness**16**

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

Check **one** circle for each line.

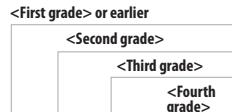


- | | | | | | |
|---------|--|-----------------------|----------------------------------|-----------------------|-----------------------|
| ACBG16A | a) Recognize most of the letters of the alphabet ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ACBG16B | b) Read some words ----- | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ACBG16C | c) Read sentences ----- | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ACBG16D | d) Write letters of the alphabet -- | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ACBG16E | e) Write some words ----- | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ACBG16F | f) Count up to 100 or higher ----- | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ACBG16G | g) Recognize all 10 written numbers from 1–10 ----- | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ACBG16H | h) Write all 10 numbers from 1–10 ----- | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Reading in Your School**17**

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

Check **one** circle for each line.



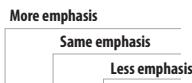
- | | | | | | |
|--|-----------------------|----------------------------------|-----------------------|-----------------------|---------|
| a) Knowing letters of the alphabet ----- | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | ACBG17A |
| b) Knowing letter-sound relationships ----- | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | ACBG17B |
| c) Reading words ----- | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | ACBG17C |
| d) Reading isolated sentences --- | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | ACBG17D |
| e) Reading connected text ----- | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | ACBG17E |
| f) Locating information within the text ----- | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | ACBG17F |
| g) Identifying the main idea of a text ----- | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | ACBG17G |
| h) Explaining or supporting understanding of a text ----- | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | ACBG17H |
| i) Comparing a text with personal experience ----- | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | ACBG17I |
| j) Comparing different texts ----- | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | ACBG17J |
| k) Making predictions about what will happen next in a text ----- | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | ACBG17K |
| l) Making generalizations and drawing inferences based on a text ----- | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | ACBG17L |
| m) Describing the style or structure of a text ----- | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | ACBG17M |
| n) Determining the author's perspective or intention ----- | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | ACBG17N |



18

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

Check **one** circle for each line.



- ACBG18A a) Reading -----
ACBG18B b) Writing (not handwriting) ---
ACBG18C c) Speaking/listening
(oral language) -----

19

- ACBG19 For students in <fourth grade> and below, does your school make provisions for reading instruction in mother tongue for students whose mother tongue is not <language of test>?

Check **one** circle only.

- Yes---
No---

Thank You

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





BOSTON
COLLEGE

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TIMSS 2011

School Questionnaire

<Grade 4>



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