

I a a a (IQM) c d c d
a a a f15 c ad ac c d TIMSS
ad a .F ac c v , IQM c d TIMSS 2011

d w fa a c d, a a a c w a
 ad a d a f d a ad a
 c w w
 F ad, 94% fa IQM c d a d a a
 pa 1 a d pa 2 f w a a a d
 30 a d a a a a a w c d
 d d a . d f , T
 d a w a d c c c w a

Exhibit 2: Observations of TIMSS 2011 Eighth-grade Assessment Administration Sessions – 692 Sessions

Question	Yes (%)	No (%)	Not Answered (%)
Did the teacher use the Student Tracking Form?	98	1	1
Did the teacher use the Student Tracking Form?	93	6	1
Did the teacher use the Student Tracking Form? (101 sessions)	92	7	1
Did the teacher use the Student Tracking Form? (101 sessions)	20	79	1
Did the teacher use the Student Tracking Form? (30 sessions)	94	4	2
Did the teacher use the Student Tracking Form? (30 sessions)	3	94	3
Did the teacher use the Student Tracking Form? (101 sessions)	91	7	2
Did the teacher use the Student Tracking Form? (101 sessions)	92	6	2
Did the teacher use the Student Tracking Form? (101 sessions)	17	81	2
Did the teacher use the Student Tracking Form? (451 sessions)	79	19	2
Did the teacher use the Student Tracking Form? (451 sessions)	92	7	1
Did the teacher use the Student Tracking Form? (451 sessions)	86	12	2

E₁ 3 a d 4  ac   c d c  d d a  

E... 5 a d 6 ... a ... d ... a c ...
 c a d ... a c ... a w ... ad cc d
 ... a a f ... , d ... d ...
 ... c w a ... d f pa 1 a d pa 2 f
 ... d ... d a ... c .
 I add ... d ... d ... a ... a ... d

Exhibit 5: Student Cooperation During the Fourth-grade Assessment Administration – 776 Sessions

Question	Very Well (%)	Fairly Well (%)	Not well at all (%)	Not Answered (%)
The majority of students in my class cooperated during the assessment administration.	88	11		

Summary Observations of the TIMSS 2011 Testing Sessions

- ◆ Several factors were identified that may have influenced the results of the TIMSS 2011 testing sessions. These factors include:
 - ◆ The timing of the testing sessions, which were held during the school year.
 - ◆ The location of the testing sessions, which were held in schools.
 - ◆ The quality of the testing environment, which varied across schools.
 - ◆ The quality of the testing materials, which were developed by the TIMSS consortium.
 - ◆ The quality of the testing procedures, which were standardized across schools.
 - ◆ The quality of the testing results, which were used to compare scores across countries.

Exhibit 7 General Observations of the Fourth-grade Testing Session – 776 Sessions

Question	Yes (%)	No (%)	Not Answered (%)
Were all test booklets replaced if any were found to be defective?	96	3	1
Were all test booklets replaced if any were found to be defective?	2 (BEFORE the testing began) 2 (AFTER the testing began)	97 (BEFORE the testing began) 93 (AFTER the testing began)	1 (BEFORE the testing began) 5 (AFTER the testing began)
If any defective test booklets were replaced, did the Test Administrator replace them appropriately?	2	0	1 (Not Answered) 97 (Not Applicable)
Were all test booklets replaced if any were found to be defective?	1	98	1
Were all test booklets replaced if any were found to be defective?	1	0	1 (Not Answered) 98 (Not Applicable)
Were all test booklets replaced if any were found to be defective?	4 (BEFORE the testing began) 2 (AFTER the testing began)	92 (There were no late students) 1 (Late students were not admitted)	1
Were all test booklets replaced if any were found to be defective?	16	83	1
If a student left the room for an emergency during the testing, did the Test Administrator address the situation appropriately (collect the test booklet, and if re-admitted, return the test booklet)?	12	4	1 (Not Answered) 83 (Not Applicable)
Were all test booklets replaced if any were found to be defective?			

Exhibit 11: Interview with the School Coordinator – Grade 4

Q uestion	Very well, number of problems (%)	Satisfactorily, number of problems (%)	Unsatisfactorily, number of problems (%)	Number answered (%)

