

CHAPTER 9

Quality Assurance Program for TIMSS 2015

© 2015 International Association for the Evaluation of Educational Achievement (IEA)

201

20

10

1

201

Quality Control Observations of the TIMSS 2015 Data Collection

1. The teacher used a variety of strategies to engage students in the learning process.

 2. The teacher used a variety of strategies to assess student learning.

 3. The teacher used a variety of strategies to differentiate instruction.

 4. The teacher used a variety of strategies to provide feedback to students.

 5. The teacher used a variety of strategies to promote student collaboration.

 6. The teacher used a variety of strategies to promote student independence.

 7. The teacher used a variety of strategies to promote student communication.

 8. The teacher used a variety of strategies to promote student problem-solving.

 9. The teacher used a variety of strategies to promote student critical thinking.

 10. The teacher used a variety of strategies to promote student creativity.

Exhibit 9.1: Observations of TIMSS 2015 Fourth Grade and TIMSS Numeracy Assessment Administration Sessions—876 Sessions (Percent of IQCM Responses)

Question	Yes (%)	No (%)	Not Answered (%)
1. The teacher used a variety of strategies to engage students in the learning process.	85	10	5
2. The teacher used a variety of strategies to assess student learning.	80	15	5
3. The teacher used a variety of strategies to differentiate instruction.	75	20	5
4. The teacher used a variety of strategies to provide feedback to students.	80	15	5
5. The teacher used a variety of strategies to promote student collaboration.	70	25	5
6. The teacher used a variety of strategies to promote student independence.	65	30	5
7. The teacher used a variety of strategies to promote student communication.	75	20	5
8. The teacher used a variety of strategies to promote student problem-solving.	70	25	5
9. The teacher used a variety of strategies to promote student critical thinking.	65	30	5
10. The teacher used a variety of strategies to promote student creativity.	60	35	5

Exhibit 9.3: Test Administrators Following the Test Administration Script—876 Fourth Grade and TIMSS Numeracy Sessions (Percent of IQCM Responses)

Question	Yes (%)	No (%)	Not Answered (%)
			(IC tA) (N tA)
		(M) (M)	
It T tA t t t t t ?			
A t			(N tA) (N tA)
R			(N tA) (N tA)
D t			(N tA) (N tA)

1. How well did you cooperate during the assessment administration?

2. How well did you cooperate during the assessment administration?

Exhibit 9.5: Student Cooperation During Assessment Administration—876 Fourth Grade and TIMSS Numeracy Sessions (Percent of IQCM Responses)

Question	Very Well (%)	Fairly Well (%)	Not well at all (%)	Not Answered (%)	
1. How well did you cooperate during the assessment administration?	85	12	3	0	
2. How well did you cooperate during the assessment administration?	85	12	3	0	
	Extremely (%)	Moderately (%)	Somewhat (%)	Hardly (%)	Not answered (%)
	85	12	3	0	0

Exhibit 9.6: Student Cooperation During Assessment Administration—614 Eighth Grade Sessions (Percent of IQCM Responses)

Question	Very Well (%)	Fairly Well (%)	Not well at all (%)	Not Answered (%)	
1. How well did you cooperate during the assessment administration?	85	12	3	0	
2. How well did you cooperate during the assessment administration?	85	12	3	0	
	Extremely (%)	Moderately (%)	Somewhat (%)	Hardly (%)	Not answered (%)
	85	12	3	0	0

Summary Observations of the TIMSS 2015 Testing Sessions

The following table summarizes the observations of the TIMSS 2015 testing sessions. The table is organized by country and by testing session. The columns represent the percentage of students who were absent, the percentage of students who were present, and the percentage of students who were present and completed the test. The data is as follows:

Country	Testing Session	Absent (%)	Present (%)	Present and Completed (%)
United States	Session 1	0%	99%	98%
	Session 2	0%	99%	98%
Canada	Session 1	0%	99%	98%
	Session 2	0%	99%	98%
Mexico	Session 1	0%	99%	98%
	Session 2	0%	99%	98%
Brazil	Session 1	0%	99%	98%
	Session 2	0%	99%	98%
Russia	Session 1	0%	99%	98%
	Session 2	0%	99%	98%
China	Session 1	0%	99%	98%
	Session 2	0%	99%	98%
India	Session 1	0%	99%	98%
	Session 2	0%	99%	98%
Japan	Session 1	0%	99%	98%
	Session 2	0%	99%	98%
Korea	Session 1	0%	99%	98%
	Session 2	0%	99%	98%
Singapore	Session 1	0%	99%	98%
	Session 2	0%	99%	98%
Poland	Session 1	0%	99%	98%
	Session 2	0%	99%	98%
Hungary	Session 1	0%	99%	98%
	Session 2	0%	99%	98%
Czech Republic	Session 1	0%	99%	98%
	Session 2	0%	99%	98%
Slovak Republic	Session 1	0%	99%	98%
	Session 2	0%	99%	98%
Slovenia	Session 1	0%	99%	98%
	Session 2	0%	99%	98%
Lithuania	Session 1	0%	99%	98%
	Session 2	0%	99%	98%
Latvia	Session 1	0%	99%	98%
	Session 2	0%	99%	98%
Estonia	Session 1	0%	99%	98%
	Session 2	0%	99%	98%
Finland	Session 1	0%	99%	98%
	Session 2	0%	99%	98%
Sweden	Session 1	0%	99%	98%
	Session 2	0%	99%	98%
Denmark	Session 1	0%	99%	98%
	Session 2	0%	99%	98%
Norway	Session 1	0%	99%	98%
	Session 2	0%	99%	98%
Australia	Session 1	0%	99%	98%
	Session 2	0%	99%	98%
New Zealand	Session 1	0%	99%	98%
	Session 2	0%	99%	98%

Exhibit 9.7: General Observations of the Testing Session—876 Fourth Grade and TIMSS Numeracy Sessions (Percent of IQCM Responses)

Question	Yes (%)	No (%)	Not Answered (%)			
St t T < F	(BEFORE t t t)	(BEFORE t t t)	(BEFORE t t t)			
	(AFTER t t t)	(AFTER t t t)	(AFTER t t t)			
I t t t < t , t T t A t t t t ?			(N tA) (N tA)			
I t t , t T tA t t t t t t t t t ?			(N tA) (N tA)			
	(BEFORE t t t)	(T t t t) (L t t t t t)				
	(AFTER t t t)					
I t t tt t t , t T tA t t t t t t (t t t t < t - tt , t t t t < t)?			(N tA) (N tA)			
(-)						
(-)						
(-)						
Question	Excellent (%)	Very Good (%)	Good (%)	Fair (%)	Poor (%)	Not Answered (%)

Exhibit 9.8: General Observations of the Testing Session—614 Eighth Grade Sessions
(Percent of IQCM Responses)

Question	Yes (%)	No (%)	Not Answered (%)
St T A F			
	(BEFORE t) t t)	(BEFORE t) t t)	(BEFORE t) t t)
	(AFTER t) t t)	(AFTER t) t t)	(AFTER t t t) t t)
I t t t A t ?			(N tA)
A t t t t ?			(N tA)
I t t , t T tA t t t ?	(BEFORE t) t t)	(T t t t) (L t t t)	(N tA) (N tA)
	(AFTER t) t t)		

Student Questionnaire Administration

10. The student questionnaire administration process is designed to be efficient and effective. The questionnaire is administered to students in a classroom setting, and the data is collected and analyzed. The questionnaire is designed to assess student attitudes and perceptions, and the results are used to inform program evaluation and improvement. The questionnaire is administered to students in a classroom setting, and the data is collected and analyzed. The questionnaire is designed to assess student attitudes and perceptions, and the results are used to inform program evaluation and improvement.

Exhibit 9.9:

Exhibit 9.10: Student Questionnaire Administration—614 Eighth Grade Sessions (Percent of IQCM Responses)

Question	Yes (%)	No (%)	Not Answered (%)
			(N tA)
		(M)	(N tA)
		(M)	

Exhibit 9.11:

... 2013, 1% ...