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Mathematics
<Grade 8>

This questionnaire is addressed to National Research Coordinators, who are asked to supply information about their nation's intended curriculum in mathematics. This will help provide background information for interpretation of the school and achievement data collected in other parts of the TIMSS 2003 study. Your responses are very important in helping to provide a better understanding of the study results.

We ask that you or your nominee complete this questionnaire, working with others as necessary (e.g., curriculum supervisors of mathematics representative of those at the <grade 8> level in your country). It is important that you answer each question carefully and provide additional information where requested so that as accurate a picture as possible of your country's curriculum is presented in the final reports.

• Your cooperation in completing this questionnaire is greatly appreciated •

Country: _____

Name of Individual
Completing Report: _____

Position of Individual
Completing Report: _____

Address: _____

Email: _____

Phone: _____

Fax: _____

Others (and positions) involved in providing information in completing questionnaire:



: Throughout this questionnaire, the term "national curriculum" is intended to include any centrally-supported curriculum. The curriculum need not be mandated but it should be strongly recommended or at least widely used.

This curriculum may not necessarily be articulated in a formal document, or different aspects of the curriculum may appear in different documents.





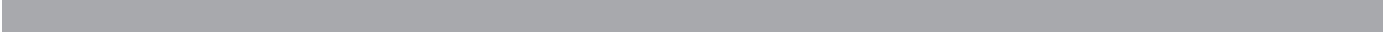


- a) Mandated or recommended textbook(s) -----○ --- ○
- b) Instructional or pedagogical guide -----○ --- ○
- c) Ministry notes and directives -----○ --- ○
- d) Curriculum evaluation during or after implementation -----○ --- ○
- e) Specifically developed or recommended instructional activities -----○ --- ○
- f) National assessments based on





- a) Mastering basic skills ----- ○ ---○ ---○ ---○
- b) Understanding mathematical concepts and principles ----- ○ ---○ ---○ ---○
- c) Applying mathematics in real-life contexts ----- ○ ---○ ---○ ---○
- d) Communicating mathematically ----- ○ ---○ ---○ ---○
- e) Reasoning mathematically -- ○ ---○ ---○ ---○
- f)







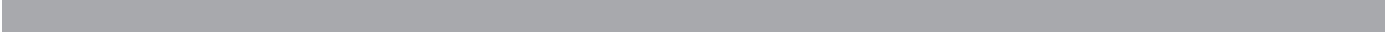
- a) As part of pre-service education -----○ ---○
- b) As part of in-service education -----○ ---○



- a) Minister/Ministry of Education -----○ ---○
- b) National/state licensing board -----○ ---○
- c) Universities/colleges -----○ ---○
- d) Teacher organization/union -----○ ---○
- e) Other -----○ ---○

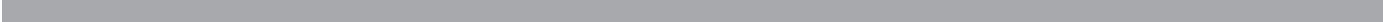
(Please specify: _____)

Comments: _____





- a) Standard units for measures of length, area, volume, perimeter, circumference, time, speed, density, angle, mass/weight ----- ○ ---○ ---○ _____
- b) Relationships among units for conversions within systems of units, and for rates ----- ○ ---○ ---○ _____
- c) Use standard tools to measure length, weight, time, speed, angle, and temperature





- a) Organizing a set of data by one or more characteristics using a tally chart, table, or graph --- --- _____
- b) Sources of error in collecting and organizing data (e.g., bias, inappropriate grouping) --- --- _____
- c) Data collection methods (e.g., survey, experiment, questionnaire) --- --- _____
- d) Drawing and interpreting graphs, tables, pictographs, bar graphs, pie charts, and line graphs --- --- _____
- e) Characteristics of data sets including mean, median, range, and shape of distribution (in general terms) --- --- _____
- f) Interpreting data sets (e.g., draw conclusions, make predictions, and estimate values between and beyond given data points) --- --- _____
- g) Evaluating interpretations of data with respect to correctness and completeness of interpretation --- --- _____
- h) Simple probability including using data from experiments to estimate probabilities for favorable outcomes --- --- _____



