



General Directions

2003, 50

Background Information

1 **How old are you?**

How old are you?

ne

- 18-24 -----○
25-29 -----○
30-39 -----○
40-49 -----○
50-59 -----○
60 or older -----○

2 **Are you female or male?**

Are you female or male?

ne

- Female -----○
Male -----○

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

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

Preparation to Teach

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

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

ne

- Did not complete high school -----○
High school diploma -----○
Some college -----○
Bachelor's degree -----○
Master's degree -----○
Doctoral degree -----○
Postgraduate -----○

5 **How many years of <pre-service teacher training> did you have? Please round to the nearest whole number.**

How many years of <pre-service teacher training> did you have? Please round to the nearest whole number.

ne

- 0 years -----○
1 year -----○
2 years -----○
3 years -----○
4 years -----○
5 years -----○
6 or more years -----○

6

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

ne

_____ No
_____ Yes

a) B.S.P. -----○---○

b) S.P.P. -----○---○

c) G.P.P. -----○---○

d) <E.S.P. > -----○---○

e) E.S.P. -----○---○

f) E.S.P. -----○---○

g) E.S.P. -----○---○

h) -----○---○

7

What requirements did you have to satisfy in order to become a science teacher at <grade 8>?

ne

_____ No
_____ Yes

8

A. Do you have a teaching license or certificate?

ne

_____ No
_____ Yes

○ --- ○

9 

N

B. What type of license or certificate do you hold?

ne

<R.P.P. > -----○

<E.S.P. > -----○

<E.S.P. > -----○

-----○

()

Considering your training and experience in both science content and instruction, how ready do you feel you are to teach these topics at the <eighth> grade?

			ne		
			Not ready		
			Ready		
			Very ready		

A. Biology

- 1) Cells and tissues (structure/function) -----○---○---○
- 2) Growth and development (cellular level) -----○---○---○
- 3) Photosynthesis (light energy to chemical energy) -----○---○---○
- 4) Molecular biology (DNA, RNA, proteins) -----○---○---○
- 5) Evolution (evidence, mechanisms) -----○---○---○

B. Chemistry

- 1) Chemical reactions (types, balancing) -----○---○---○
- 2) States of matter (solid, liquid, gas) -----○---○---○
- 3) Atomic structure (atoms, molecules) -----○---○---○
- 4) Acids and bases -----○---○---○
- 5) Gas laws (Boyle's, Charles's) -----○---○---○

C. Physics

- 1) Kinematics (motion, velocity, acceleration) -----○---○---○
- 2) Energy (work, power) -----○---○---○
- 3) Forces (Newton's laws) -----○---○---○
- 4) Optics (light rays, lenses) -----○---○---○
- 5) Electricity (circuits, Ohm's law) -----○---○---○



9 continued

Considering your training and experience in both science content and instruction, how ready do you feel you are to teach these topics at the <eighth> grade?

ne
Not ready
Ready |

Teaching Time

10

A. In one typical calendar week from Monday to Sunday, what is the total number of single periods for which you are formally <scheduled/time-tabled/assigned>? Count a double period as two periods.

B. Of these formally <scheduled/time-tabled/assigned> periods, how many are you assigned to do each of the following?

12

How often do you have the following types of interactions with other teachers?

	<i>ne</i>			
	Daily or almost daily			
	1-3 times per week			
	2 or 3 times per month			
	Never or almost never			
1) Discussing lesson plans	○	○	○	○
2) Observing each other's classrooms	○	○	○	○
3) Attending each other's lessons	○	○	○	○
4) Meeting to discuss my students	○	○	○	○

13

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

	<i>ne</i>	
	Yes	No
1) Workshops	○	○
2) Conferences / Seminars	○	○
3) In-service training	○	○
4) Summer school	○	○
5) Self-paced professional development	○	○
6) Other	○	○

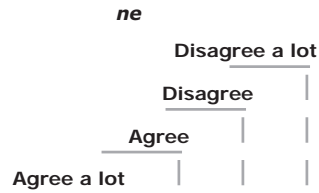
14

To what extent do you agree or disagree with each of the following statements?

	<i>ne</i>			
	Disagree a lot			
	Disagree			
	Agree			
	Agree a lot			
1) Science is a body of knowledge that is constantly changing	○	○	○	○
2) Science is a process of inquiry	○	○	○	○
3) Science is a way of thinking	○	○	○	○
4) Science is a way of life	○	○	○	○
5) Science is a way of learning	○	○	○	○
6) Science is a way of understanding the world	○	○	○	○
7) Science is a way of solving problems	○	○	○	○
8) Science is a way of exploring the unknown	○	○	○	○
9) Science is a way of testing hypotheses	○	○	○	○
10) Science is a way of making discoveries	○	○	○	○
11) Science is a way of creating new knowledge	○	○	○	○
12) Science is a way of improving the quality of life	○	○	○	○

15

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



- 1) The principal is a good person to have in charge of the school.
- 2) The principal is a good person to have in charge of the school.

17 _____
How many students are in the <TIMSS class/
class with the TIMSS students>?

18 _____
How many minutes per week do you teach
science to the <TIMSS class>?

19 _____
science to the <TIMSS class>?

Teaching Science to the TIMSS Class

21

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

	<i>ne</i>	<i>ne</i>	<i>ne</i>	<i>ne</i>
	Every or almost every lesson	About half the lessons	Some lessons	Never
1) Write a report	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Do experiments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Copy notes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Do projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Write a paper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Do a presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) Do a poster	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) Do a model	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) Do a display	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10) Do a video	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11) Do a book	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12) Do a newspaper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13) Do a magazine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14) Do a website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15) Do a CD-ROM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22

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

	<i>ne</i>	<i>ne</i>	<i>ne</i>	<i>ne</i>	<i>ne</i>
	Not applicable	Not at all	A little	Some	A lot
Students					
1) Limited class size	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Limited class time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Limited class resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Limited class interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Limited class ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Limited class motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) Limited class background	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) Limited class language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) Limited class culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10) Limited class social skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11) Limited class learning style	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12) Limited class learning pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13) Limited class learning environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14) Limited class learning materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15) Limited class learning resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16) Limited class learning facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17) Limited class learning time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18) Limited class learning space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19) Limited class learning equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20) Limited class learning materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21) Limited class learning resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22) Limited class learning facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23) Limited class learning time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24) Limited class learning space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25) Limited class learning equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26) Limited class learning materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27) Limited class learning resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28) Limited class learning facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29) Limited class learning time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30) Limited class learning space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31) Limited class learning equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32) Limited class learning materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33) Limited class learning resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34) Limited class learning facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35) Limited class learning time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36) Limited class learning space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37) Limited class learning equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38) Limited class learning materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39) Limited class learning resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40) Limited class learning facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41) Limited class learning time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42) Limited class learning space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43) Limited class learning equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44) Limited class learning materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45) Limited class learning resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46) Limited class learning facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47) Limited class learning time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48) Limited class learning space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49) Limited class learning equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50) Limited class learning materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51) Limited class learning resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52) Limited class learning facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53) Limited class learning time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54) Limited class learning space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55) Limited class learning equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56) Limited class learning materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57) Limited class learning resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58) Limited class learning facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59) Limited class learning time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60) Limited class learning space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
61) Limited class learning equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62) Limited class learning materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63) Limited class learning resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64) Limited class learning facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65) Limited class learning time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
66) Limited class learning space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
67) Limited class learning equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
68) Limited class learning materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69) Limited class learning resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
70) Limited class learning facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
71) Limited class learning time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
72) Limited class learning space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
73) Limited class learning equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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75) Limited class learning resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
76) Limited class learning facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
77) Limited class learning time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
78) Limited class learning space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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83) Limited class learning time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
84) Limited class learning space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
85) Limited class learning equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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87) Limited class learning resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
88) Limited class learning facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
89) Limited class learning time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
90) Limited class learning space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
91) Limited class learning equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
92) Limited class learning materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
93) Limited class learning resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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95) Limited class learning time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
96) Limited class learning space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
97) Limited class learning equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
98) Limited class learning materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
99) Limited class learning resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
100) Limited class learning facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	%
1) Earth Science (Earth, Moon, Sun, Solar System, Stars, Planets, Comets, Meteors, etc.)	%
2) Life Science (Plants, Animals, Cells, Tissues, Organs, Systems, Evolution, etc.)	%
3) Physical Science (Matter, Energy, Forces, Motion, etc.)	%
4) Earth Science (Earth, Earth's History, Earth's Resources, etc.)	%
5) Life Science (Plants, Animals, Cells, Tissues, Organs, Systems, Evolution, etc.)	%
6) Physical Science (Matter, Energy, Forces, Motion, etc.)	%
7) Other Science (Please specify: _____)	%
Total -----	100%

The following list includes the main topics addressed by the TIMSS science test. Choose the response that best describes when students in the TIMSS class have been taught each topic. If a topic was taught half this year and half before this year, please choose "Mostly taught this year."

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

A. Biology

- 1) Cells and tissues of plants and animals ----- ○ --- ○ --- ○
- 2) The structure and function of the human body ----- ○ --- ○ --- ○
- 3) The structure and function of the human eye ----- ○ --- ○ --- ○
- 4) Growth and development ----- ○ --- ○ --- ○
- 5) The structure and function of the human heart and lungs ----- ○ --- ○ --- ○
- 6) The structure and function of the human digestive system ----- ○ --- ○ --- ○
- 7) The structure and function of the human nervous system ----- ○ --- ○ --- ○
- 8) The structure and function of the human reproductive system ----- ○ --- ○ --- ○
- 9) The structure and function of the human circulatory system ----- ○ --- ○ --- ○
- 10) The structure and function of the human muscular and skeletal systems ----- ○ --- ○ --- ○
- 11) The structure and function of the human immune system ----- ○ --- ○ --- ○
- 12) The structure and function of the human endocrine system ----- ○ --- ○ --- ○
- 13) The structure and function of the human respiratory system ----- ○ --- ○ --- ○
- 14) The structure and function of the human urinary system ----- ○ --- ○ --- ○



24 continued

The following list includes the main topics addressed by the TIMSS science test. Choose the response that best describes when students in the TIMSS class have been taught each topic. If a topic was taught half this year and half before this year, please choose "Mostly taught this year."

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

B. Chemistry

- 1) Cells and tissues (e.g., heart, stomach, skin) -----○---○---○
- 2) The human body (e.g., digestion, respiration, circulation) -----○---○---○
- 3) The human skeleton (bones, joints, muscles) -----○---○---○
- 4) The human nervous system (e.g., brain, spinal cord, nerves) -----○---○---○
- 5) The human circulatory system (e.g., heart, blood, arteries, veins) -----○---○---○
- 6) The human respiratory system (e.g., lungs, trachea, diaphragm) -----○---○---○
- 7) The human digestive system (e.g., stomach, intestines, mouth) -----○---○---○

24 continued

The following list includes the main topics addressed by the TIMSS science test. Choose the response that best describes when students in the TIMSS class have been taught each topic. If a topic was taught half this year and half before this year, please choose "Mostly taught this year."

	<i>ne</i>	
	Not yet taught or just introduced	
	Mostly taught this year	
	Mostly taught before this year	
C. Physics		
0		
-2		
2353		

24 continued

The following list includes the main topics addressed by the TIMSS science test. Choose the response that best describes when students in the TIMSS class have been taught each topic. If a topic was taught half this year and half before this year, please choose "Mostly taught this year."

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

D. Earth Science

-) Earth's rotation and revolution (Earth's rotation and revolution) ----- ○ -- ○ -- ○
-) Earth's position in the solar system and the Earth's orbit ----- ○ -- ○ -- ○
-) Earth's layers (the crust, the mantle, and the core) ----- ○ -- ○ -- ○
-) Earth's atmosphere (the atmosphere) ----- ○ -- ○ -- ○
-) Earth's water (the oceans, lakes, rivers, and groundwater) ----- ○ -- ○ -- ○
-) Earth's climate and weather (the climate and weather) ----- ○ -- ○ -- ○
-) Earth's geology (the geology) ----- ○ -- ○ -- ○
-) Earth's resources (the resources) ----- ○ -- ○ -- ○
-) Earth's history (the history) ----- ○ -- ○ -- ○
-) Earth's environment (the environment) ----- ○ -- ○ -- ○

E. Environmental Science

-) Environmental science (the environmental science) ----- ○ -- ○ -- ○
-) Environmental issues (the environmental issues) ----- ○ -- ○ -- ○
-) Environmental protection (the environmental protection) ----- ○ -- ○ -- ○

Computers in the TIMSS Class

25

A. Do students in the TIMSS class have computers available to use during their science lessons?

ne

N

No
|
Yes

○ --- ○

27

B. Do any of the computers have access to the Internet?

ne

No
|
Yes

○ --- ○

26

In teaching science to the <TIMSS class>, how often do you have students use a computer for the following activities?

	ne			Never	
		Some lessons			
	About half the lessons				
	Every or almost every lesson				
1) Do you use a computer	-----	○	-----	○	-----
2) Do you use a computer	-----	○	-----	○	-----
3) Do you use a computer	-----	○	-----	○	-----
4) Do you use a computer	-----	○	-----	○	-----
5) Do you use a computer	-----	○	-----	○	-----

Homework

27

Do you assign science homework to the <TIMSS class>?

No
|
Yes

ne

N

○ --- ○



28

How often do you usually assign science homework to the <TIMSS class>?

ne

Every day ----- ○

A few times a week ----- ○

Once a week ----- ○

Less than once a week ----- ○

29

When you assign science homework to the <TIMSS class>, about how many minutes do you usually assign? (Consider the time it would take an average student in your class.)

ne

From 0 to 15 minutes ----- ○

15-30 minutes ----- ○

31-60 minutes ----- ○

61-90 minutes ----- ○

More than 90 minutes ----- ○

30

How often do you assign the following kinds of science homework to the <TIMSS class>?

ne

Never or almost never

Sometimes

Always or almost always

a) Doing color transparencies ----- ○ --- ○ --- ○

b) Filling out worksheets ----- ○ --- ○ --- ○

c) Reading science books or magazines ----- ○ --- ○ --- ○

d) Watching science videos ----- ○ --- ○ --- ○

e) Using science materials ----- ○ --- ○ --- ○

f) Using science equipment ----- ○ --- ○ --- ○

g) Doing science experiments ----- ○ --- ○ --- ○

h) Writing science reports ----- ○ --- ○ --- ○

31

How often do you do the following with the science homework assignments?

ne

Never or almost never

Sometimes

Always or almost always

a) Correcting student work ----- ○ --- ○ --- ○

b) Grading student work ----- ○ --- ○ --- ○

c) Giving student feedback ----- ○ --- ○ --- ○

d) Discussing student work ----- ○ --- ○ --- ○

e) Encouraging student work ----- ○ --- ○ --- ○

f) Providing student support ----- ○ --- ○ --- ○

32

How often do you give a science test or examination to the <TIMSS class>?

ne

- A.....○
- A.....○
- A.....○
- A.....○
-○

Ne e



34

How often do you include the following types

