Q e   a e

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 di erences 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 " _____ " or " _____ ". 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 e ort 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

GB1

_____ years

Please round the nearest whole number.

GB2

Check one circle.

Female -- A

Male -- A

GB3

Check one circle.

Under 25 -- A

25–29 -- A

30–39 -- A

40–49 -- A

50–59 -- A

60 or more -- A

GB4

Check one circle.

Did not complete <ISCED Level 3> -- A

Finished <ISCED Level 3> -- A

Finished <ISCED Level 4> -- A

Finished <ISCED Level 5B> -- A

Finished <ISCED Level 5A, first degree> -- A

Finished <ISCED Level 5A, second degree> or higher -- A

GB5

Check one circle for each line.

	Yes	No
a) Education—Primary/Elementary	A	A
b) Education—Secondary	A	A
c) Mathematics	A	A
d) Science	A	A
e) <language of test>	A	A
f) Other	A	A

Check one circle for each line.

	Yes	No
a) Mathematics	A	A
b) Science	A	A
c) Language/reading	A	A
d) Other subject	A	A

G6

*Check **one** circle for each line.*

	Very high	High	Medium	Low	Very low
a) Teachers' job satisfaction	A	A	A	A	A
b) Teachers' understanding of the school's curricular goals	A	A	A	A	A
c) Teachers' degree of success in implementing the school's curriculum	A	A	A	A	A
d) Teachers' expectations for student achievement	A	A	A	A	A
e) Parental support for student achievement	A	A	A	A	A
f) Parental involvement in school activities	A	A	A	A	A
g) Students' regard for school property	A	A	A	A	A
h) Students' desire to do well in school	A	A	A	A	A

G7

*Check **one** circle for each line.*

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
a) This school is located in a safe neighborhood	A	A	A	A
b) I feel safe at this school	A	A	A	A
c) This school's security policies and practices are sufficient	A	A	A	A
d) The students behave in an orderly manner	A	A	A	A
e) The students are respectful of the teachers	A	A	A	A

G8

*Check **one** circle for each line.*

	Not a problem	Minor problem	Moderate problem	Serious problem
a) The school building needs significant repair	A	A	A	A
b) Classrooms are overcrowded	A	A	A	A
c) Teachers have too many teaching hours	A	A	A	A
d) Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students)	A	A	A	A
e) Teachers do not have adequate instructional materials and supplies	A	A	A	A

GB11

*C ec **one** c c e f   eac   e.*

Agree a lot
Agree a little
Disagree a little
Disagree a lot
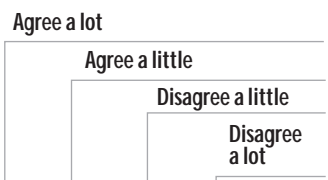
a) I am content with my profession as a teacher ------------------- A — A — A — A

b) I am satisfied with being a teacher at this school ---------- A — A — A — A

c) I had more enthusiasm when I began teaching than I have now --------------------- A — A — A — A

d) I do important work as a teacher ---------------------- A — A — A — A

e) I plan to continue as a teacher for as long as I can ---- A — A — A — A

f) I am frustrated as a teacher --- A — A — A — A
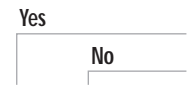
GB12

_____ students
W e a   be.

< ' . , > **# 12**

_____ <fourth-grade> students
W e a   be.

GB13

_____ students in this class
W e a   be.

GB14

*C ec **one** c c e f eac   e.*

Yes
No

a) I teach the class <language of test>/reading -- A — A

b) I teach the class mathematics ------------------ A — A

c) I teach the class science ----------------------- A — A

*Check **one** choice for each line.*

	At least once a week	Once or twice a month	4–6 times a year	1–3 times a year	Never
a) Meet or talk individually with the student's parents to discuss his/her learning progress	A	A	A	A	A
b) Send home a progress report on the student's learning	A	A	A	A	A

1 – 3
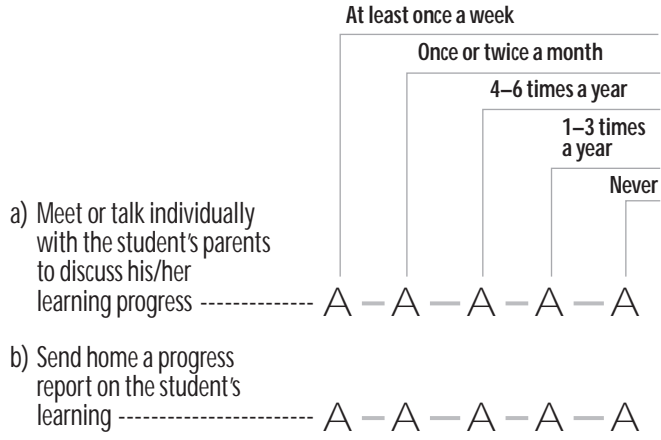
1

_____ hours and _____ minutes per week

2

*C ec **one** c c ef eac   e.*

	Very confident	Somewhat confident	Not confident
a) Answer students' questions about mathematics	A	A	A
b) Show students a variety of problem solving strategies	A	A	A
c) Provide challenging tasks for capable students	A	A	A
d) Adapt my teaching to engage students' interest	A	A	A
e) Help students appreciate the value of learning mathematics	A	A	A

3

*C ec **one** c c ef eac   e.*

	Every or almost every lesson	About half the lessons	Some lessons	Never
a) Listen to me explain how to solve problems	A	A	A	A
b) Memorize rules, procedures, and facts	A	A	A	A
c) Work problems (individually or with peers) with my guidance	A	A	A	A
d) Work problems together in the whole class with direct guidance from me	A	A	A	A
e) Work problems (individually or with peers) while I am occupied by other tasks	A	A	A	A
f) Explain their answers	A	A	A	A
g) Relate what they are learning in mathematics to their daily lives	A	A	A	A
h) Take a written test or quiz	A	A	A	A

7

Mostly taught before this year

Mostly taught this year

Not yet taught or just introduced

a) Concepts of whole numbers, including place value and ordering --- A — A — A

b) Adding, subtracting, multiplying, and/or dividing with whole numbers -- A — A — A

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) --- A — A — A

d) Adding and subtracting with fractions --- A — A — A

e) Concepts of decimals, including place value and ordering --- A — A — A

f) Adding and subtracting with decimals -- A — A — A

g) Number sentences (finding the missing number, modeling simple situations with number sentences) ------------------ A — A — A

h) Number patterns (extending number patterns and finding missing terms) -- A — A — A

a) Lines: measuring, estimating length of; parallel and perpendicular lines --- A — A — A

b) Comparing and drawing angles -- A — A — A

8

W e   e▨e ce age f eac .

a) Number (includes computation with whole numbers, fractions, decimals and pre-algebraic concepts, including number patterns) ----------------------------------- _____%

b) Geometric Shapes and Measures (includes two- and three-dimensional shapes, length, area and volume) --------------------- _____%

c) Data Display (includes reading, making, and interpreting tables and graphs)------------------- _____%

d) Other -- _____%

= 100%

9

C ec one c c e   .

I do not assign mathematics homework --- A

(Go to #M10)

Less than once a week --- A

1 or 2 times a week --- A

3 or 4 times a week --- A

Every day --- A

C ec one c c e   .

15 minutes or less --- A

16–30 minutes --- A

31–60 minutes --- A

more than 60 minutes --- A

C ec one c c e f eac   e.

Always or almost always
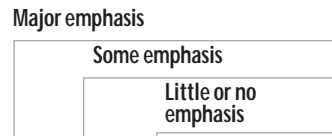
Sometimes

Never or almost never

a) Correct assignments and give feedback to students ----- A — A — A

b) Discuss the homework in class ----------------------- A — A — A

c) Monitor whether or not the homework was completed ---- A — A — A

10

10

*C ec **one** c c ef eac   e.*

Major emphasis

Some emphasis

Little or no emphasis

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

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

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

11

*C ec **one** c c ef eac   e.*

Yes

No

a) Mathematics content ------------------ ③
achievemennFnL U16Jvomora.oscoh ojm

12

Check one circle for each line.
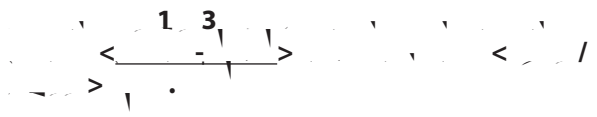
Not applicable
Very well prepared
Somewhat prepared
Not well prepared

a) Concepts of whole numbers, including place value and ordering -- A — A — A — A

b) Adding, subtracting, multiplying and/or dividing with whole numbers --- A — A — A — A

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) -- A — A — A — A

d) Adding and subtracting with fractions -- A — A — A — A

e) Concepts of decimals, including place value and ordering -- A — A — A — A

f) Adding and subtracting with decimals -- A — A — A — A

g) Number sentences (finding the missing number, modeling simple situations with number sentences) ----------------- A — A — A — A

h) Number patterns (extending number patterns and finding missing terms) --- A — A — A — A

a) Lines: measuring, estimating length of; parallel and perpendicular lines -- A — A — A — A

b) Comparing and drawing angles -- A — A — A — A

c) Using informal coordinate systems to locate points in a plane (e.g., in square B4) ----------------------------- A — A — A — A

d) Elementary properties of common geometric shapes --- A — A — A — A

e) Reflections and rotations --- A — A — A — A

f) Relationships between two-dimensional and three-dimensional shapes --- A — A — A — A

1 3 <_____-_____> < /

1

(...)

Check one circle.

Yes--- A

No--- A

_____hours and _____minutes per week

We e e a d e.

2

Check one circle for each e.

|	Very confident	Somewhat confident	Not confident
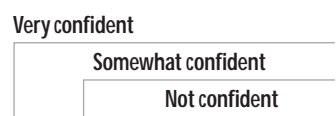
a) Answer students' questions about science ------------------ A — A — A

b) Explain science concepts or principles by doing science experiments ----------- A — A — A

c) Provide challenging tasks for capable students ----------- A — A — A

d) Adapt my teaching to engage students' interest ----- A — A — A

e) Help students appreciate the value of learning science ------------------------ A — A — A

3

*Check **one** circle for each line.*
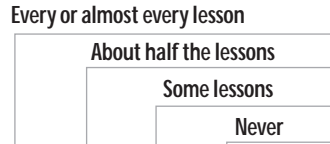
|	Every or almost every lesson	About half the lessons	Some lessons	Never
a) Observe natural phenomena such as the weather or a plant growing and describe what they see	A	A	A	A
b) Watch me demonstrate an experiment or investigation	A	A	A	A
c) Design or plan experiments or investigations	A	A	A	A
d) Conduct experiments or investigations	A	A	A	A
e) Read their textbooks or other resource materials	A	A	A	A
f) Have students memorize facts and principles	A	A	A	A
g) Give explanations about something they are studying	A	A	A	A
h) Relate what they are learning in science to their daily lives	A	A	A	A
i) Do field work outside the class	A	A	A	A
j) Take a written test or quiz	A	A	A	A

4 5

4

*Check **one** circle for each line.*
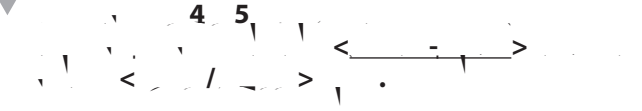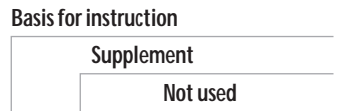
	Basis for instruction	Supplement	Not used
a) Textbooks	A	A	A
b) Workbooks or worksheets	A	A	A
c) Science equipment and materials	A	A	A
d) Computer software for science instruction	A	A	A
e) Reference materials (e.g., encyclopedia, dictionary)	A	A	A

5

*C ec **one** c c e .*

Yes--- A

No--- A

( )

*C ec **one** c c e .*

Yes--- A

No--- A

*C ec **one** c c f eac e.*

Every or almost every day

Once or twice a week

Once or twice a month
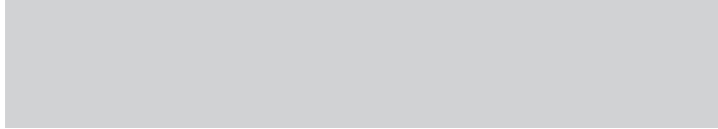
Never or almost never
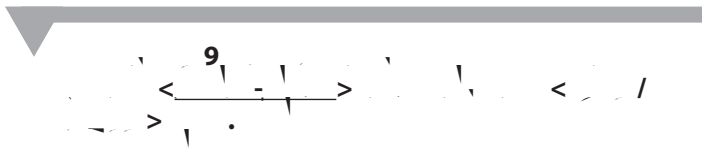
a) Practice skills and procedures - A — A — A — A

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

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

d) Study natural phenomena through simulations ----------- A — A
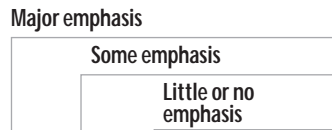
6

9

10

*Check **one** circle for each.*

	Yes	No
a) Science content	A	A
b) Science pedagogy/instruction	A	A
c) Science curriculum	A	A
d) Integrating information technology into science	A	A
e) Science assessment	A	A
f) Addressing individual students' needs	A	A

9

*Check **one** circle for each.*

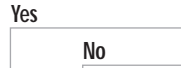|	Major emphasis	Some emphasis	Little or no emphasis
a) Evaluation of students' ongoing work	A	A	A
b) Classroom tests (for example, teacher-made or textbook tests)	A	A	A
c) National or regional achievement tests	A	A	A

Check **one** circle for each line.

Not applicable

Very well prepared

Somewhat prepared

Not well prepared

a) Major body structures and their functions in humans and other organisms (plants and animals) ---------------------- A — A — A — A

b) Life cycles and reproduction in plants and animals --- A — A — A — A

c) Physical features, behavior, and survival of organisms living in different environments -------------------------------- A — A — A — A

d) Relationships in a given community (e.g., simple food chains, predator-prey relationships) ---------------------------- A — A — A — A

e) Changes in environments (effects of human activity, pollution and its prevention) ------------------------------------ A — A — A — A

f) Human health (e.g., transmission/prevention of communicable diseases, signs of health/illness, diet, exercise) -------- A — A — A — A

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 --- A — A — A — A

b) Classification of objects/materials based on physical properties (e.g., weight/mass, volume, magnetic attraction) -- A — A — A — A

c) Forming and separating mixtures -- A — A — A — A

d) Familiar changes in materials (e.g., decaying, burning, rusting, cooking) --- A — A — A — A

e) Common energy sources