5.1 I

To standardize survey operations procedures, the TIMSS & PIRLS International Study Center worked with the IEA Secretariat, the IEA Data Processing and Research Center (DPC), and Statistics Canada to develop survey operations procedures for each stage of the assessment, including contacting schools and sampling classes, preparing materials for data collection, administering the assessment, scoring

participants, while meeting the high quality standards of IEA.

Each National Center, under the direction of its National Research Coordinator (NRC), was responsible for the implementation of TIMSS Advanced in that country. e NRC was the contact person for all those involved in TIMSS Advanced within the country, as well as the representative of the country at the international level. The

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contribution that the NRCs made was crucial to successful survey administration.

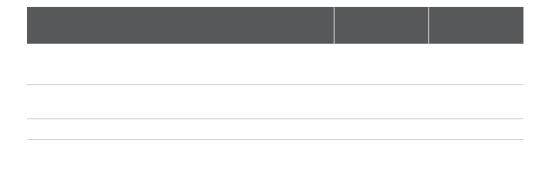
The TIMSS Advanced Survey Operations Procedures were described in ve units, each accompanied by additional materials (e.g., more specialized manuals and so ware packages), if necessary. All materials were organized and distributed according to di erent stages of the study.

One of the essential rst steps in the TIMSS Advanced survey activities was to establish good working relationships with the schools that had been sampled to participate in the study (for more information on all sampling procedures, please refer to Chapter 4). NRCs were responsible for contacting these schools and encouraging them to take part in the assessment. is o en involved obtaining support from national or regional educational authorities, depending on the national context.

In cooperation with school principals, national centers identied and trained School Coordinators for all participating schools. e School Coordinator could be a teacher or guidance counselor in the school, but not a teacher of the students who were being assessed. Several national centers had their own personnel llthis role, assigning them several schools in an area. School coordinators were provided with a prov

chapter: timss advanced

To track students, teachers, classes, and schools, a system of hierarchical identication codes (IDs) was set up. e hierarchical identication numbers that uniquely identify the selected schools, classes, students, and teachers were created by the WinW S so ware, as shown in Exhibit 5.2.



Since in some cases a teacher might have taught more than one sampled class in a given school, it was necessary to have a unique identication number to distinguish the combinations of teacher and class. is was achieved by creating a two-digit link number so that, in combination with the teacher ID, insured student data were linked to the appropriate teacher data.

I m D. C

e TIMSS Advanced achievement booklets and questionnaires were developed using the Adobe[®]InDesign[®] layout program. e TIMSS & PIRLS International Study Center provided countries with all the necessary instrument-production les, including fonts, style guides, graphics les, and explicit instructions (/ , , , , , , , , , , ,) on how to use the materials in order to produce high quality test instruments.

chapter: timss advanced

The goal of the test instrument preparation was to create internationally comparable assessment booklets and background questionnaires that were appropriately adapted for the national context. is began with translating the text of the test instruments from English into the language(s) used in the participating countries. All the translated contents of the test instruments (i.e., item blocks, introductory texts, cover pages, and questionnaires) were submitted to IEA for international translation veri cation, where independent translators provided suggested changes in the texts (for more information on translation and national adaptations of the TIMSS Advanced test instruments, please refer to Chapter 3).

Once the translation verification was done and the changes implem

As a result of the translation process, the test instruments from the participating countries varied in text length. e international versions, however, were designed with extra space in the margins to accommodate the use of longer texts and di erent sized paper without extensive layout changes. All deviations or errors were documented in the layout veri cation report forms and sent to the NRCs for their consideration. NRCs were expected to comment on whether or not each of the suggested changes had been made, and to include an explanation if a suggestion was not adopted.

is entire development and production process was designed to ensure that students from di erent countries experienced the test instruments in the same way, apart from the translation of text.

5.3 A m I A 2008 A m

Once they were printed, distributing the materials to the schools required caseful organizationum

Physics student background le contained responses recorded

Student achievement file contained responses from the test booklets.

Reliability scoring file contained codes from the constructedresponse reliability scoring sheets.

Quality control throughout the data entry process was essential in maintaining accurate data. erefore, NRCs were responsible for performing periodic reliability checks during the data entry and for

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| IEA. (2007b) |
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