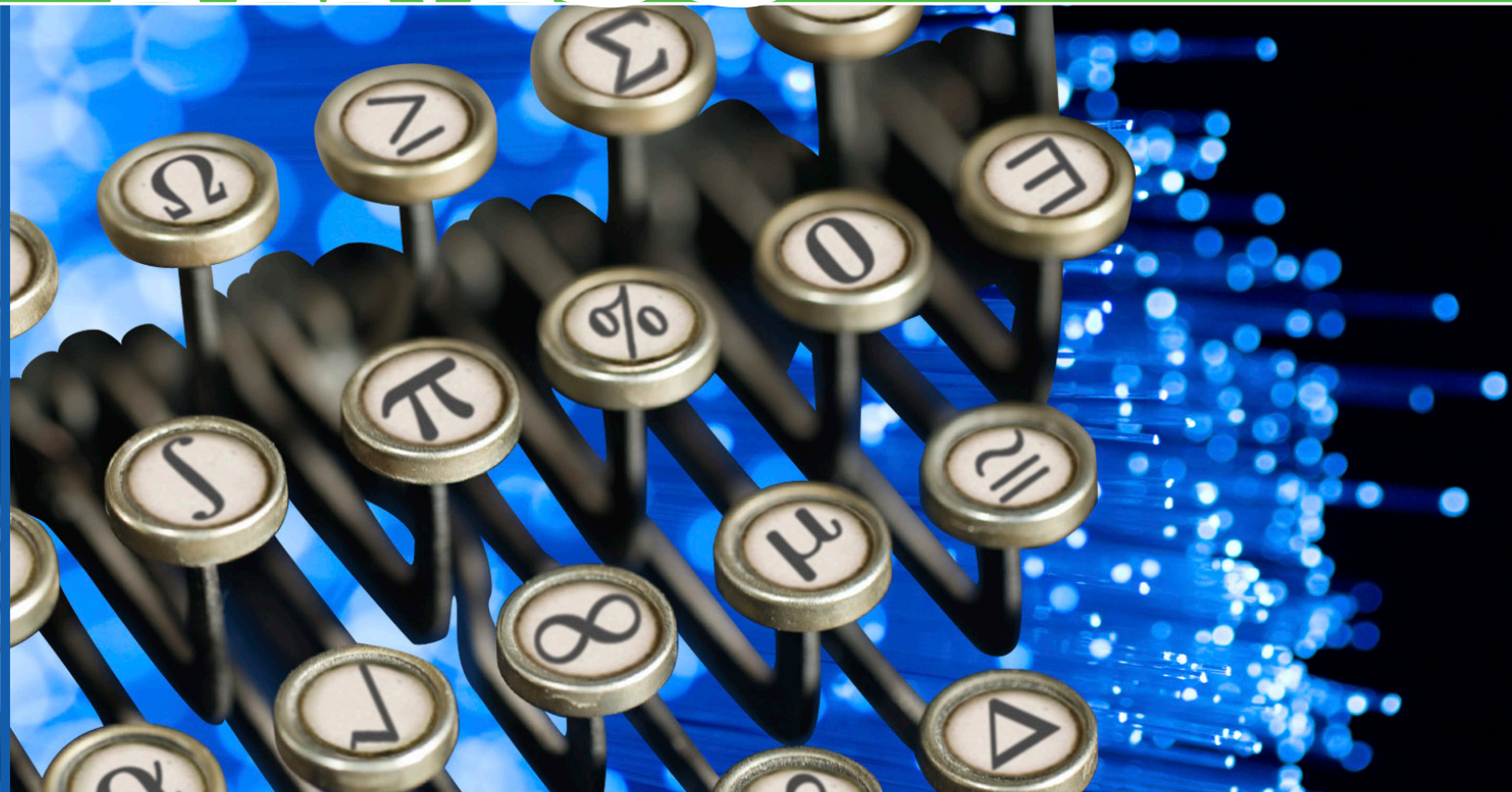


TRENDS IN INTERNATIONAL MATHEMATICS AND SCIENCE STUDY

# TIMSS



## TIMSS Advanced 2008 User Guide

for the International Database

# Supplement 3

Variables Derived from the Student, Teacher,  
and School Questionnaire Data



**TIMSS & PIRLS**  
International Study Center  
Lynch School of Education, Boston College

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TIMSS Advanced 2008 User Guide for the International Database

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Publisher: TIMSS & PIRLS International Study Center,  
Lynch School of Education, Boston College

Library of Congress Catalog Card Number: 2009902654

ISBN: 1-889938-57-2

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# Supplement 3

## Variables Derived from the Student, Teacher, and School Questionnaire Data

### Overview

This supplement contains documentation on all the derived variables contained in the TIMSS Advanced 2008 data files that are based on background questionnaire variables. These variables were used to report background data in the *TIMSS Advanced 2008 International Report*, and are made available as part of this database to be used in secondary analyses. This supplement has six sections corresponding to each background questionnaire from which reporting variables are derived.

- Section 1: Advanced Mathematics Student Questionnaire
- Section 2: Physics Student Questionnaire
- Section 3: Advanced Mathematics Teacher Questionnaire
- Section 4: Physics Teacher Questionnaire
- Section 5: School Questionnaire (Advanced Mathematics Schools)
- Section 6: School Questionnaire (Physics Schools)

Each section lists the derived variables in the order that they appear in the international reports. The following information is provided for each derived variable:

- Derived Variable Name, Variable Label, and Population
- Title of International Report Exhibit
- Report Location and Population
- Questionnaire Location
- Source Variables
- A procedural description of how the derived variable was computed, including missing data rules

### **Derived Variable Naming Convention**

The derived variables are named according to the variable-naming convention in the TIMSS Advanced 2008 international database (see Chapter 4).

### **Variables Derived from Advanced Mathematics Student Background Data (Section 1)**

There are two types of derived variables:

- Variables related to general student background (MSDG\*\*\*\*)
- Variables related to mathematics learning and instruction (MSDM\*\*\*\*)

### **Variables Derived from Physics Student Background Data (Section 2)**

There are two types of derived variables:

- Variables related to general student background (PSDG\*\*\*\*)
- Variables related to physics learning and instruction (PSDP\*\*\*\*)

**Variables Derived from Advanced Mathematics Teacher Background Data  
(Section 3)**

There is only one type of derived variable:

- Variables related to advanced mathematics classes and teaching mathematics (MTDM\*\*\*\*)

**Variables Derived from Physics Teacher Background Data  
(Section 4)**

There is only one type of derived variable:

- Variables related to physics classes and teaching physics (PTDP\*\*\*\*)

**Variables Derived from Advanced Mathematics School Background Data  
(Section 5)**

There are two types of derived variables:

- Variables related to general school background (MCDG\*\*\*\*)
- Variables related to mathematics instruction (MCDM\*\*\*\*)

**Variables Derived from Physics School Background Data  
(Section 6)**

There are two types of derived variables:

- Variables related to general school background (PCDG\*\*\*\*)
- Variables related to physics instruction (PCDP\*\*\*\*)



# Section 1

Advanced Mathematics  
Student Questionnaire

Derived Variable Name: **MSDGBORN**      Variable Label: **Students and Parents Born in Country**      Subject: **M**

**Title of International Report Exhibit:** Students and Parents Born in the Country with Trends

**Report Location:** 4.3

**Questionnaire Location:** SQM3\_7AB, 8A

**Source Variable:** MS2GMBRN, MS2GFBRN, MS2GBORN

**Procedure:** Based on students' responses to the following questions:

Was your mother (or stepmother or female guardian) born in <country>? (SQM3\_7A, MS2GMBRN)

Was your father (or stepfather or male guardian) born in <country>? (SQM3\_7B, MS2GFBRN)

Were you born in <country>? (SQM3\_8A, MS2GBORN)

Response options: Yes = 1; No = 2

Derived variable is computed by combining the responses to the above source questions and has three categories:

1 = Both Parents and the Child Born in Country (SQM3\_7A=YES and SQM3\_7B=YES and SQM3\_8A=YES)

2 = At Least One of the Parents or the Child Born in the Country (At least one and not more than two "Yes" for these source variables)

3 = Neither Parent Nor the Child Born in Country (SQM3\_7A=NO and SQM3\_7B=NO and SQM3\_8A=NO)

The derived variable is coded as "MISSING" if there are 2 or more source questions with missing data.





Derived Variable Name: **MSDMPATM**      Variable Label: **Std Reason Positive Affect Toward Math**      Subject: **M**

**Title of International Report Exhibit:** Students' Reasons for Studying Advanced Mathematics - Students Have Positive Affect Toward Mathematics

**Report Location:** 4.11

**Questionnaire Location:** SQM3\_13abc

**Source Variable:** MS2MWSEC, MS2MWSWM, MS2MWSMI

**Procedure:** Based on students' responses to the following question:

Why are you studying advanced mathematics?

1. I enjoy solving mathematical problems (SQM3\_13a, MS2MWSEC)
2. I usually do well in mathematics (SQM3\_13b, MS2MWSWM)
3. Advanced mathematics lessons are interesting (SQM3\_13c, MS2MWSMI)

Response options: Very Important = 1; Important = 2; Unimportant = 3; Very Unimportant = 4

Derived variable is computed by averaging the responses to the above source questions and has four categories:

- 1 = Very Important (Average is less than 1.75)
- 2 = Important (Average is greater than or equal to 1.75 and less than or equal to 2.5)
- 3 = Unimportant (Average is greater than 2.5 and less than or equal to 3.25)
- 4 = Very Unimportant (Average is greater than 3.25 and less than or equal to 4)

The derived variable is coded as "MISSING" if there are 2 or more source questions with missing data.



Derived Variable Name: **MSDMGTT**      Variable Label: **Std Reason Good Teacher and Teaching**      Subject: **M**

**Title of International Report Exhibit:** Students' Reasons for Studying Advanced Mathematics - Good Teachers and Teaching

**Report Location:** 4.12

**Questionnaire Location:** SQM3\_13fi

**Source Variable:** MS2MWSGT, MS2MWSWT

**Procedure:** Based on students' responses to the following question:

Why are you studying advanced mathematics?

1. Advanced mathematics has good teachers (SQM3\_13f, MS2MWSGT)
2. I like the way advanced mathematics is taught in my school (SQM3\_13i, MS2MWSWT)

Response options: Very Important = 1; Important = 2; Unimportant = 3; Very Unimportant = 4

Derived variable is computed by averaging the responses to the above source questions and has four categories:

- 1 = Very Important (Average is less than 1.75)
- 2 = Important (Average is greater than or equal to 1.75 and less than or equal to 2.5)
- 3 = Unimportant (Average is greater than 2.5 and less than or equal to 3.25)
- 4 = Very Unimportant (Average is greater than 3.25 and less than or equal to 4)



<b>Derived Variable Name:</b> MSDMAFO	<b>Variable Label:</b> Std Reason Advice from Others	<b>Subject:</b> M
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**Title of International Report Exhibit:** Students' Reasons for Studying Advanced Mathematics - Advice from Others

**Report Location:** 4.13

**Questionnaire Location:** SQM3\_13gklm

**Source Variable:** MS2MWSPA, MS2MWSTA, MS2MWSFA, MS2MWSMA

**Procedure:** Based on students' responses to the following question:

Why are you studying advanced mathematics?

1. My parents advised me to study advanced mathematics (SQM3\_13g, MS2MWSPA)
2. A teacher advised me to study advanced mathematics (SQM3\_13k, MS2MWSTA)
3. My friends also are studying advanced mathematics (SQM3\_13l, MS2MWSFA)
4. The <study coordinator/mentor> of my school advised me to study advanced mathematics (SQM3\_13m, MS2MWSMA)

Response options: Very Important = 1; Important = 2; Unimportant = 3; Very Unimportant = 4

Derived variable is computed by averaging the responses to the above source questions and has four categories:

- 1 = Very Important (Average is less than 1.75)
- 2 = Important (Average is greater than or equal to 1.75 and less than or equal to 2.5)
- 3 = Unimportant (Average is greater than 2.5 and less than or equal to 3.25)
- 4 = Very Unimportant (Average is greater than 3.25 and less than or equal to 4)

The derived variable is coded as "MISSING" if there are 2 or more source questions with missing data.



Derived Variable Name: **MSDGUSCA**      Variable Label: **Calculator Use During the TIMSS Test**      Subject: **M**

**Title of International Report Exhibit:** Trends in Students' Reports of Calculator Use During the TIMSS Advanced Mathematics Test

**Report Location:** 5.21

**Questionnaire Location:** \*Achievement Booklet\*

**Source Variable:** MUS01, MUS03

**Procedure:** Based on the students' responses to the calculator survey question at the end of the achievement booklet:

Did you use a calculator in answering any of the questions in this booklet? (MUS01)

Response options: Yes = 1; No = 2

In doing the questions, I estimate that I used the calculator? (MUS03)

Response options: 1 = Very little (for fewer than 5 questions); 2 = Somewhat (for between 5 and 10 questions); 3 = Quite a lot (for more than 10 questions)

Derived variable is computed by combining the responses to the above source questions and has four categories:

1 = Used Calculator Quite a Lot (More than 10 Questions); (MUS01=Yes and MUS03=Quite a lot)

2 = Used Calculator Somewhat (5–10 Questions); (MUS01=Yes and MUS03=Somewhat)

3 = Used Calculator Very Little (Less than 5 Questions); (MUS01=Yes and MUS03=Very little)

4 = Did Not Use a Calculator (MUS01=No)

# Section 2

Physics Student  
Questionnaire

Derived Variable Name: **PSDGBORN**      Variable Label: **Students and Parents Born in Country**      Subject: **P**

**Title of International Report Exhibit:** Students and Parents Born in the Country with Trends

**Report Location:** 10.3

**Questionnaire Location:** SQP3\_7AB, 8A

**Source Variable:** PS2GMBRN, PS2GFBRN, PS2GBORN

**Procedure:** Based on students' responses to the following questions:

Was your mother (or stepmother or female guardian) born in <country>? (SQP3\_7A, PS2GMBRN)

Was your father (or stepfather or male guardian) born in <country>? (SQP3\_7B, PS2GFBRN)

Were you born in <country>? (SQP3\_8A, PS2GBORN)

Response options: Yes = 1; No = 2

Derived variable is computed by combining the responses to the above source questions and has three categories:

1 = Both Parents and the Child Born in Country (SQP3\_7A=YES and SQP3\_7B=YES and SQP3\_8A=YES)

2 = At Least One of the Parents or the Child Born in the Country (At least one and not more than two "Yes" for these source variables)

3 = Neither Parent Nor the Child Born in Country (SQP3\_7A=NO and SQP3\_7B=NO and SQP3\_8A=NO)

The derived variable is coded as "MISSING" if there are 2 or more source questions with missing data.



Derived Variable Name: **PSDPPATP**      Variable Label: **Std Reason Positive Affect Toward Phys**      Subject: **P**

**Title of International Report Exhibit:** Students' Reasons for Studying Physics - Students Have Positive Affect Toward Physics

**Report Location:** 10.11

**Questionnaire Location:** SQP3\_13abc

**Source Variable:** PS2PWSEC, PS2PWSWP, PS2PWSPI

**Procedure:** Based on students' responses to the following question:

Why are you studying physics?

1. I enjoy conducting experiments or investigations for physics (SQP3\_13a, PS2PWSEC)
2. I usually do well in physics (SQP3\_13b, PS2PWSWP)
3. Physics lessons are interesting (SQP3\_13c, PS2PWSPI)

Response options: Very Important = 1; Important = 2; Unimportant = 3; Very Unimportant = 4

Derived variable is computed by averaging the responses to the above source questions and has four categories:

- 1 = Very Important (Average is less than 1.75)
- 2 = Important (Average is greater than or equal to 1.75 and less than or equal to 2.5)
- 3 = Unimportant (Average is greater than 2.5 and less than or equal to 3.25)
- 4 = Very Unimportant (Average is greater than 3.25 and less than or equal to 4)

The derived variable is coded as "MISSING" if there are 2 or more source questions with missing data.



Derived Variable Name: **PSDPGTT**      Variable Label: **Std Reason Good Teacher and Teaching**      Subject: **P**

**Title of International Report Exhibit:** Students' Reasons for Studying Physics - Good Teachers and Teaching

**Report Location:** 10.12

**Questionnaire Location:** SQP3\_13fi

**Source Variable:** PS2PWSGT, PS2PWSWT

**Procedure:** Based on students' responses to the following question:

Why are you studying physics?

1. Physics has good teachers (SQP3\_13f, PS2PWSGT)
2. I like the way physics is taught in my school (SQP3\_13i, PS2PWSWT)

Response options: Very Important = 1; Important = 2; Unimportant = 3; Very Unimportant = 4

Derived variable is computed by averaging the responses to the above source questions and has four categories:

- 1 = Very Important (Average is less than 1.75)
- 2 = Important (Average is greater than or equal to 1.75 and less than or equal to 2.5)
- 3 = Unimportant (Average is greater than 2.5 and less than or equal to 3.25)
- 4 = Very Unimportant (Average is greater than 3.25 and less than or equal to 4)





Derived Variable Name: **PSDPAFO**Variable Label: **Std Reason Advice from Others**Subject: **P**

**Title of International Report Exhibit:** Students' Reasons for Studying Physics - Advice from Others

**Report Location:** 10.13

**Questionnaire Location:** SQP3\_13gklm

**Source Variable:** PS2PWSPA, PS2PWSTA, PS2PWSFA, PS2PWSMA

**Procedure:** Based on students' responses to the following question:

Why are you studying physics?

1. My parents advised me to study advanced mathematics (SQP3\_13g, PS2PWSPA)
2. A teacher advised me to study advanced mathematics (SQP3\_13k, PS2PWSTA)
3. My friends also are studying advanced mathematics (SQP3\_13l, PS2PWSFA)
4. The <study coordinator/mentor> of my school advised me to study advanced mathematics (SQP3\_13m, PS2PWSMA)

Response options: Very Important = 1; Important = 2; Unimportant = 3; Very Unimportant = 4

Derived variable is computed by averaging the responses to the above source questions and has four categories:

- 1 = Very Important (Average is less than 1.75)
- 2 = Important (Average is greater than or equal to 1.75 and less than or equal to 2.5)
- 3 = Unimportant (Average is greater than 2.5 and less than or equal to 3.25)
- 4 = Very Unimportant (Average is greater than 3.25 and less than or equal to 4)

The derived variable is coded as "MISSING" if there are 2 or more source questions with missing data.

Derived Variable Name: **PSDGUSCA**      Variable Label: **Calculator Use During the TIMSS Test**      Subject: **P**

**Title of International Report Exhibit:** Trends in Students' Reports of Calculator Use During the TIMSS Physics Test

**Report Location:** 11.21

**Questionnaire Location:** \*Achievement Booklet\*

**Source Variable:** PUS01, PUS03

**Procedure:** Based on the students' responses to the calculator survey question at the end of the achievement booklet:

Did you use a calculator in answering any of the questions in this booklet? (PUS01)

Response options: Yes = 1; No = 2

In doing the questions, I estimate that I used the calculator? (PUS03)

Response options: 1 = Very little (for fewer than 5 questions); 2 = Somewhat (for between 5 and 10 questions); 3 = Quite a lot (for more than 10 questions)

Derived variable is computed by combining the responses to the above source questions and has four categories:

1 = Used Calculator Quite a Lot (More than 10 Questions); (PUS01=Yes and PUS03=Quite a lot)

2 = Used Calculator Somewhat (5–10 Questions); (PUS01=Yes and PUS03=Somewhat)

3 = Used Calculator Very Little (Less than 5 Questions); (PUS01=Yes and PUS03=Very little)

4 = Did Not Use a Calculator (PUS01=No)



# Section 3

Advanced Mathematics  
Teacher Questionnaire

Derived Variable Name: <b>MTDMTPAL</b> Variable Label: <b>Pct Students Taught Algebra Topics</b> Subject: <b>M</b>	
<b>Title of International Report Exhibit:</b>	Average Percent of Students Taught the TIMSS Advanced 2008 Mathematics Topics Prior to or During the Final Year
<b>Report Location:</b>	1.12
<b>Questionnaire Location:</b>	TQM3_24Aabcdef
<b>Source Variable:</b>	MT2MTP01, MT2MTP02, MT2MTP03, MT2MTP04, MT2MTP05, MT2MTP06
<b>Procedure:</b>	<p>Based on the teachers' responses to the following questions:</p> <p>The following list includes the main topics addressed by the TIMSS advanced mathematics test. Choose the response that best describes when students in the &lt;TIMSS class&gt; have been taught each topic. If a topic was taught half this year but not yet completed, please choose "Mostly taught this year." If a topic is not in the curriculum, please choose "Not yet taught or just introduced."</p> <p>ALGEBRA topics (TQM3_24Aa-f; MT2MTP01, MT2MTP02, MT2MTP03, MT2MTP04, MT2MTP05, MT2MTP06)</p> <p>Response options: Mostly taught before this year = 1; Mostly taught this year = 2; Not yet taught or just introduced = 3</p> <p>Compute the percentage of students whose teachers responded "Mostly Taught Before This Year" OR "Mostly Taught This Year" for the individual topics. Following this compute the average across the percentages of students taught all ALGEBRA topics prior to or during the final year.</p> <p>The derived variable is coded "MISSING" if there are more than one third of the source questions with missing data.</p>

Derived Variable Name: <b>MTDMTPCA</b> Variable Label: <b>Pct Students Taught Calculus Topics</b> Subject: <b>M</b>	
<b>Title of International Report Exhibit:</b>	Average Percent of Students Taught the TIMSS Advanced 2008 Mathematics Topics Prior to or During the Final Year
<b>Report Location:</b>	1.12
<b>Questionnaire Location:</b>	TQM3_24Babcde
<b>Source Variable:</b>	MT2MTP07, MT2MTP08, MT2MTP09, MT2MTP10, MT2MTP11
<b>Procedure:</b>	<p>Based on the teachers' responses to the following questions:</p> <p>The following list includes the main topics addressed by the TIMSS advanced mathematics test. Choose the response that best describes when students in the &lt;TIMSS class&gt; have been taught each topic. If a topic was taught half this year but not yet completed, please choose "Mostly taught this year." If a topic is not in the curriculum, please choose "Not yet taught or just introduced."</p> <p>CALCULUS topics (TQM3_24Ba-e; MT2MTP07, MT2MTP08, MT2MTP09, MT2MTP10, MT2MTP11)</p> <p>Response options: Mostly taught before this year = 1; Mostly taught this year = 2; Not yet taught or just introduced = 3</p> <p>Compute the percentage of students whose teachers responded "Mostly Taught Before This Year" OR "Mostly Taught This Year" for the individual topics. Following this compute the average across the percentages of students taught all CALCULUS topics prior to or during the final year.</p> <p>The derived variable is coded "MISSING" if there are more than one third of the source questions with missing data.</p>

Derived Variable Name:	MTDMTPGE	Variable Label:	Pct Students Taught Geometry Topics	Subject:	M
<b>Title of International Report Exhibit:</b>	Average Percent of Students Taught the TIMSS Advanced 2008 Mathematics Topics Prior to or During the Final Year				
<b>Report Location:</b>	1.12				
<b>Questionnaire Location:</b>	TQM3_24Cabcode				
<b>Source Variable:</b>	MT2MTP12, MT2MTP13, MT2MTP14, MT2MTP15, MT2MTP16				
<b>Procedure:</b>	<p>Based on the teachers' responses to the following questions:</p> <p>The following list includes the main topics addressed by the TIMSS advanced mathematics test. Choose the response that best describes when students in the &lt;TIMSS class&gt; have been taught each topic. If a topic was taught half this year but not yet completed, please choose "Mostly taught this year." If a topic is not in the curriculum, please choose "Not yet taught or just introduced."</p> <p>GEOMETRY topics (TQM3_24Ca-e; MT2MTP12, MT2MTP13, MT2MTP14, MT2MTP15, MT2MTP16)</p> <p>Response options: Mostly taught before this year = 1; Mostly taught this year = 2; Not yet taught or just introduced = 3</p> <p>Compute the percentage of students whose teachers responded "Mostly Taught Before This Year" OR "Mostly Taught This Year" for the individual topics. Following this compute the average across the percentages of students taught all GEOMETRY topics prior to or during the final year.</p> <p>The derived variable is coded "MISSING" if there are more than one third of the source questions with missing data.</p>				

Derived Variable Name: <b>MTDMTPOV</b> Variable Label: <b>Pct Students Taught All Math Topics</b> Subject: <b>M</b>	
<b>Title of International Report Exhibit:</b>	Average Percent of Students Taught the TIMSS Advanced 2008 Mathematics Topics Prior to or During the Final Year
<b>Report Location:</b>	1.12
<b>Questionnaire Location:</b>	TQM3_24Aabcdef; Babcde; Cabcde
<b>Source Variable:</b>	MT2MTP01, MT2MTP02, MT2MTP03, MT2MTP04, MT2MTP05, MT2MTP06, MT2MTP07, MT2MTP08, MT2MTP09, MT2MTP10, MT2MTP11, MT2MTP12, MT2MTP13, MT2MTP14, MT2MTP15, MT2MTP16
<b>Procedure:</b>	<p>Based on the teachers' responses to the following questions:</p> <p>The following list includes the main topics addressed by the TIMSS advanced mathematics test. Choose the response that best describes when students in the &lt;TIMSS class&gt; have been taught each topic. If a topic was taught half this year but not yet completed, please choose "Mostly taught this year." If a topic is not in the curriculum, please choose "Not yet taught or just introduced."</p> <p>A. ALGEBRA topics (TQM3_24Aa-f; MT2MTP01, MT2MTP02, MT2MTP03, MT2MTP04, MT2MTP05, MT2MTP06)</p> <p>B. CALCULUS topics (TQM3_24Ba-e; MT2MTP07, MT2MTP08, MT2MTP09, MT2MTP10, MT2MTP11)</p> <p>C. GEOMETRY topics (TQM3_24Ca-e; MT2MTP12, MT2MTP13, MT2MTP14, MT2MTP15, MT2MTP16)</p> <p>Response options: Mostly taught before this year = 1; Mostly taught this year = 2; Not yet taught or just introduced = 3</p> <p>Compute the percentage of students whose teachers responded "Mostly Taught Before This Year" OR "Mostly Taught This Year" for the individual topics. Following this compute the average across the percentages of students taught all Advanced Mathematics topics prior to or during the final year.</p> <p>The derived variable is coded "MISSING" if there are more than one third of the source questions with missing data.</p>

Derived Variable Name: **MTDMTTAL**      Variable Label: **Tchs Very Well Prpd on Algebra Topics**      Subject: **M**

**Title of International Report Exhibit:** Percent of Students Whose Teachers Feel "Very Well" Prepared to Teach the TIMSS Advanced 2008 Mathematics Topics

**Report Location:** 1.16

**Questionnaire Location:** TQM3\_8Aabcdef

**Source Variable:** MT2MTT01, MT2MTT02, MT2MTT03, MT2MTT04, MT2MTT05, MT2MTT06

**Procedure:** Based on the teachers' responses to the following questions:

How well prepared do you feel you are to teach the following topics?

ALGEBRA topics (TQM3\_8Aa-f; MT2MTT01, MT2MTT02, MT2MTT03, MT2MTT04, MT2MTT05, MT2MTT06)

Response options: Very well prepared = 1; Somewhat prepared = 2; Not well prepared = 3

Compute the percentage of students whose teachers responded "Very well prepared" for the individual topics.

Following this compute the average across the percentages of students whose teachers indicate feeling very well prepared to teach all ALGEBRA topics.

The derived variable is coded "MISSING" if there are more than one third of the source questions with missing data.





Derived Variable Name: <b>MTDMTTCA</b> Variable Label: <b>Tchs Very Well Prpd on Calculus Topics</b> Subject: <b>M</b>	
<b>Title of International Report Exhibit:</b>	Percent of Students Whose Teachers Feel "Very Well" Prepared to Teach the TIMSS Advanced 2008 Mathematics Topics
<b>Report Location:</b>	1.16
<b>Questionnaire Location:</b>	TQM3_8Babcde
<b>Source Variable:</b>	MT2MTT07, MT2MTT08, MT2MTT09, MT2MTT10, MT2MTT11
<b>Procedure:</b>	<p>Based on the teachers' responses to the following questions:</p> <p>How well prepared do you feel you are to teach the following topics?  CALCULUS topics (TQM3_8Ba-e; MT2MTT07,MT2MTT08, MT2MTT09, MT2MTT10, MT2MTT11)</p> <p>Response options: Very well prepared = 1; Somewhat prepared = 2; Not well prepared = 3</p> <p>Compute the percentage of students whose teachers responded "Very well prepared" for the individual topics. Following this compute the average across the percentages of students whose teachers indicate feeling very well prepared to teach all CALCULUS topics.</p> <p>The derived variable is coded "MISSING" if there are more than one third of the source questions with missing data.</p>

Derived Variable Name: **MTDMTTGE**      Variable Label: **Tchs Very Well Prpd on Geometry Topics**      Subject: **M**

**Title of International Report Exhibit:** Percent of Students Whose Teachers Feel "Very Well" Prepared to Teach the TIMSS Advanced 2008 Mathematics Topics

**Report Location:** 1.16

**Questionnaire Location:** TQM3\_8Cabcde

**Source Variable:** MT2MTT12, MT2MTT13, MT2MTT14, MT2MTT15, MT2MTT16

**Procedure:** Based on the teachers' responses to the following questions:

How well prepared do you feel you are to teach the following topics?

GEOMETRY topics (TQM3\_8Ca-e; MT2MTT12, MT2MTT13, MT2MTT14, MT2MTT15, MT2MTT16)

Response options: Very well prepared = 1; Somewhat prepared = 2; Not well prepared = 3

Compute the percentage of students whose teachers responded "Very well prepared" for the individual topics.

Following this compute the average across the percentages of students whose teachers indicate feeling very well prepared to teach all GEOMETRY topics.

The derived variable is coded "MISSING" if there are more than one third of the source questions with missing data.



Derived Variable Name: **MTDMTTOV**      Variable Label: **Tchs Very Well Prpd on All Math Topics**      Subject: **M**

**Title of International Report Exhibit:** Percent of Students Whose Teachers Feel "Very Well" Prepared to Teach the TIMSS Advanced 2008 Mathematics Topics

**Report Location:** 1.16

**Questionnaire Location:** TQM3\_8Aabcdef; Babcde; Cabcde

**Source Variable:** MT2MTT01, MT2MTT02, MT2MTT03, MT2MTT04, MT2MTT05, MT2MTT06, MT2MTT07, MT2MTT08, MT2MTT09, MT2MTT10, MT2MTT11, MT2MTT12, MT2MTT13, MT2MTT14, MT2MTT15, MT2MTT16

**Procedure:** Based on the teachers' responses to the following questions:

How well prepared do you feel you are to teach the following topics?

- A. ALGEBRA topics (TQM3\_8Aa-f; MT2MTT01, MT2MTT02, MT2MTT03, MT2MTT04, MT2MTT05, MT2MTT06)
- B. CALCULUS topics (TQM3\_8Ba-e; MT2MTT07, MT2MTT08, MT2MTT09, MT2MTT10, MT2MTT11)
- C. GEOMETRY topics (TQM3\_8Ca-e; MT2MTT12, MT2MTT13, MT2MTT14, MT2MTT15, MT2MTT16)

Response options: Very well prepared = 1; Somewhat prepared = 2; Not well prepared = 3

Compute the percentage of students whose teachers responded "Very well prepared" for the individual topics.

Following this compute the average across the percentages of students whose teachers indicate feeling very well prepared to teach all Advanced Mathematics topics.

The derived variable is coded "MISSING" if there are more than one third of the source questions with missing data.

Derived Variable Name: **MTDMPAM**      Variable Label: **Idx Tchrs Prtcpt Prof Activs Math (PAM)**      Subject: **M**

**Title of International Report Exhibit:** Index of Teachers' Participation in Professional Activities in Mathematics (PAM)

**Report Location:** 5.7

**Questionnaire Location:** TQM3\_12abcde

**Source Variable:** MT2MACWO, MT2MACPR, MT2MACPU, MT2MACIP, MT2MACEX

**Procedure:** Based on the teachers' responses to the following questions:

In the past two years, have you taken part in any of the following activities in mathematics?

1. Attended a Workshop or Conference (TQM3\_12a, MT2MACWO)
2. Gave a Presentation at a Workshop or Conference (TQM3\_12b, MT2MACPR)
3. Published an Article in a Journal or Magazine for Teachers (Print or Online) (TQM3\_12c, MT2MACPU)
4. Took Part in an Innovative Project for Curriculum and Instruction (TQM3\_12d, MT2MACIP)
5. Exchanged Information Online about How to Teach Mathematics (TQM3\_12e, MT2MACEX)

Response options: Yes = 1; No = 2

Index is computed by combining the responses to the above source questions and has three categories:

- 1 = High (Responded "Yes" to 3 or more source variables)
- 2 = Medium (All other combinations)
- 3 = Low (Responded "No" to all 5 source variables)

The derived variable is coded "MISSING" if there are 2 or more source questions with missing data.

Derived Variable Name: **MTDMCOLL**      Variable Label: **Freq of Collaboration Among Math Tchs**      Subject: **M**

**Title of International Report Exhibit:** Frequency of Collaboration Among Advanced Mathematics Teachers

**Report Location:** 5.9

**Questionnaire Location:** TQM3\_9abcd

**Source Variable:** MT2GOTDC, MT2GOTPM, MT2GOTVT, MT2GOTIO

**Procedure:** Based on the teachers' responses to the following questions:

In your school, how often do you have the following types of interactions with other teachers?

1. Discussions About How to Teach a Particular Concept (TQM3\_9a, MT2GOTDC)
2. Working on Preparing Instructional Materials (TQM3\_9b, MT2GOTPM)
3. Visits to Another Teacher's Classroom to Observe His/Her Teaching (TQM3\_9c, MT2GOTVT)
4. Informal Observations of My Classroom by Another Teacher (TQM3\_9d, MT2GOTIO)

Response options: Never or almost never = 1; 2 or 3 times per month = 2; 1-3 times per week = 3; Daily or almost daily = 4

Derived variable is computed by averaging the responses to the above source questions and has three categories:

- 1 = Never or Almost Never (Average is less than or equal to 1.4)
- 2 = 2 or 3 Times per Month (Average is greater than 1.4 and less than or equal to 2.4)
- 3 = At least Weekly (Average is greater than 2.4)

The derived variable is coded "MISSING" if there are 2 or more source questions with missing data.

Derived Variable Name: **MTDMSTUD**      Variable Label: **Class Size for Mathematics Instruction**      Subject: **M**

**Title of International Report Exhibit:** Achievement and Class Size for Advanced Mathematics Instruction

**Report Location:** 5.11

**Questionnaire Location:** TQM3\_16

**Source Variable:** MT2MSTUD

**Procedure:** Based on the teachers' responses to the following question:

How many students are in the <TIMSS class>? (TQM3\_16, MT2MSTUD)

1 = 1-24 Students

2 = 25-32 Students

3 = 33-40 Students

4 = 41 or More Students



Derived Variable Name: **MTDMMCFL**      Variable Label: **Idx Std Factors Limit Instruct in Math**      Subject: **M**

**Title of International Report Exhibit:** Index of Student Factors Limiting Instruction in Advanced Mathematics

**Report Location:** 5.12

**Questionnaire Location:** TQM3\_22abcde

**Source Variable:** MT2GLI01, MT2GLI02, MT2GLI03, MT2GLI04, MT2GLI05

**Procedure:** Based on the teachers' responses to the following questions:

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

1. Students with different academic abilities (TQM3\_22a, MT2GLI01)
2. Students who come from a wide range of backgrounds (TQM3\_22b, MT2GLI02)
3. Students with special needs (TQM3\_22c, MT2GLI03)
4. Uninterested students (TQM3\_22d, MT2GLI04)
5. Disruptive students (TQM3\_22e, MT2GLI05)

Response options: Not at all = 1; A little = 2; Some = 3; A lot = 4

Index is computed by averaging the responses to the above source questions and has three categories:

- 1 = High (Average is less than 2)
- 2 = Medium (Average is greater than or equal to 2 and less than or equal to 3)
- 3 = Low (Average is greater than 3)

The derived variable is coded "MISSING" if there are 2 or more source questions with missing data.

Derived Variable Name: **MTDMEH**      Variable Label: **Idx Tch Emph on Math Homework (EMH)**      Subject: **M**

**Title of International Report Exhibit:** Index of Teachers' Emphasis on Advanced Mathematics Homework (EMH)

**Report Location:** 5.22

**Questionnaire Location:** TQM3\_28-30

**Source Variable:** MT2MHMWM, MT2MHOAM, MT2MHWKM

**Procedure:** Based on the teachers' responses to the following questions:

1. Do you assign mathematics homework to the <TIMSS class>? (TQM3\_28, MT2MHMWM)

Response options: Yes = 1; No = 2

2. How often do you usually assign mathematics homework to the <TIMSS class>? (TQM3\_29, MT2MHOAM)

Response options: Every or almost every lesson = 1; About half the lessons = 2; Some lessons = 3

3. When you assign mathematics 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.) (TQM3\_30, MT2MHWKM)

Response options: 30 minutes or less = 1; 31-60 minutes = 2; 61-90 minutes = 3; More than 90 minutes = 4

Index is computed by combining the responses to the above source questions and has three categories:

1 = High (Teachers responded "Yes" to TQM3\_28 (MT2MHMWM) AND "Every or almost every lesson" OR "About half the lessons" to TQM3\_29 (MT2MHOAM) AND "31-60 minutes" OR "61-90 minutes" or "More than 90 minutes" to TQM3\_30 (MT2MHWKM))

2 = Medium (All other combinations)

3 = Low (Teachers responded "Yes" to TQM3\_28 (MT2MHMWM) AND "About half the lessons" or "Some lessons" to TQM3\_29 (MT2MHOAM) AND "30 minutes or less" to TQM3\_30 (MT2MHWKM) OR Teachers responded "No" to TQM3\_28 (MT2MHMWM))

The derived variable is coded "MISSING" if MT2MHOAM or MT2MHWKM are missing.





Derived Variable Name: **MTDMTPSS**      Variable Label: **Idx Math Tchrs Prcpt Sch Safety (TPSS)**      Subject: **M**

**Title of International Report Exhibit:** Index of Advanced Mathematics Teachers' Perceptions of Safety in Their Schools (TPSS)

**Report Location:** 6.4

**Questionnaire Location:** TQM3\_13abc

**Source Variable:** MT2GCUSN, MT2GCUSA, MT2GCUSP

**Procedure:** Based on the teachers' responses to the following questions:

Thinking about your current school, indicate the extent to which you agree or disagree with each of the following statements?

1. This school is located in a safe neighborhood (TQM3\_13a, MT2GCUSN)
2. I feel safe at this school (TQM3\_13b, MT2GCUSA)
3. This school's security policies and practices are sufficient (TQM3\_13c, MT2GCUSP)

Response options: Agree a lot = 1; Agree = 2; Disagree = 3; Disagree a lot = 4

Index is computed by averaging the responses to the above source questions and has three categories:

- 1 = High (Responded "Agree a lot" or "Agree" to all three statements)
- 2 = Medium (All other combinations)
- 3 = Low (Responded "Disagree" or "Disagree a lot" to all three statements)

The derived variable is coded "MISSING" if there are 2 or more source questions with missing data.



Derived Variable Name: **MTDMTPSC**      Variable Label: **Idx Math Tchrs Prcpt Sch Climate (TPSC)**      Subject: **M**

**Title of International Report Exhibit:** Index of Advanced Mathematics Teachers' Perceptions of School Climate (TPSC)

**Report Location:** 6.6

**Questionnaire Location:** TQM3\_15abcdefghi

**Source Variable:** MT2GCHTS, MT2GCHTU, MT2GCHDS, MT2GCHTE, MT2GCHPD, MT2GCHPS, MT2GCHPI, MT2GCHSR, MT2GCHSD

**Procedure:** Based on the teachers' responses to the following questions:

How would you characterize each of the following within your school?

1. Teachers' job satisfaction (TQM3\_15a, MT2GCHTS)
2. Teachers' understanding of the school's curricular goals (TQM3\_15b, MT2GCHTU)
3. Teachers' degree of success in implementing the school's curriculum (TQM3\_15c, MT2GCHDS)
4. Teachers' expectations for student achievement (TQM3\_15d, MT2GCHTE)
5. Support for teachers' professional development (TQM3\_15e, MT2GCHPD)
6. Parental support for student achievement (TQM3\_15f, MT2GCHPS)
7. Parental involvement in school activities (TQM3\_15g, MT2GCHPI)
8. Students' regard for school property (TQM3\_15h, MT2GCHSR)
9. Students' desire to do well in school (TQM3\_15i, MT2GCHSD)

Response options: Very high = 1; High = 2; Medium = 3; Low = 4; Very low = 5

Index is computed by averaging the responses to the above source questions and has three categories:

- 1 = High (Average is less than or equal to 2)
- 2 = Medium (Average is greater than 2 and less than 3)
- 3 = Low (Average is greater than or equal to 3)

The derived variable is coded "MISSING" if there are 4 or more source questions with missing data.



# Section 4

Physics Teacher  
Questionnaire

Derived Variable Name: <b>PTDPTPME</b>	Variable Label: <b>Pct Students Taught Mechanics Topics</b>	Subject: <b>P</b>
<b>Title of International Report Exhibit:</b>	Average Percent of Students Taught the TIMSS Advanced 2008 Physics Topics Prior to or During the Final Year	
<b>Report Location:</b>	7.12	
<b>Questionnaire Location:</b>	TQP3_24Aabcdefg	
<b>Source Variable:</b>	PT2PTP01, PT2PTP02, PT2PTP03, PT2PTP04, PT2PTP05, PT2PTP06, PT2PTP07	
<b>Procedure:</b>	<p>Based on the teachers' responses to the following questions:</p> <p>The following list includes the main topics addressed by the TIMSS physics test. Choose the response that best describes when students in the &lt;TIMSS class&gt; have been taught each topic. If a topic was taught half this year but not yet completed, please choose "Mostly taught this year." If a topic is not in the curriculum, please choose "Not yet taught or just introduced."</p> <p>MECHANICS topics (TQP3_24Aa-g; PT2PTP01, PT2PTP02, PT2PTP03, PT2PTP04, PT2PTP05, PT2PTP06, PT2PTP07)</p> <p>Response options: Mostly taught before this year = 1; Mostly taught this year = 2; Not yet taught or just introduced = 3</p> <p>Compute the percentage of students whose teachers responded "Mostly Taught Before This Year" OR "Mostly Taught This Year" for the individual topics. Following this compute the average across the percentages of students taught all MECHANICS topics prior to or during the final year.</p> <p>The derived variable is coded "MISSING" if there are more than one third of the source questions with missing data.</p>	



Derived Variable Name: <b>PTDPTPEL</b> Variable Label: <b>Pct Students Taught Elect Magne Topics</b> Subject: <b>P</b>	
<b>Title of International Report Exhibit:</b>	Average Percent of Students Taught the TIMSS Advanced 2008 Physics Topics Prior to or During the Final Year
<b>Report Location:</b>	7.12
<b>Questionnaire Location:</b>	TQP3_24Babcd
<b>Source Variable:</b>	PT2PTP08, PT2PTP09, PT2PTP10, PT2PTP11
<b>Procedure:</b>	<p>Based on the teachers' responses to the following questions:</p> <p>The following list includes the main topics addressed by the TIMSS physics test. Choose the response that best describes when students in the &lt;TIMSS class&gt; have been taught each topic. If a topic was taught half this year but not yet completed, please choose "Mostly taught this year." If a topic is not in the curriculum, please choose "Not yet taught or just introduced."</p> <p>ELECTRICITY AND MAGNETISM topics (TQP3_24Ba-d; PT2PTP08, PT2PTP09, PT2PTP10, PT2PTP11)</p> <p>Response options: Mostly taught before this year = 1; Mostly taught this year = 2; Not yet taught or just introduced = 3</p> <p>Compute the percentage of students whose teachers responded "Mostly Taught Before This Year" OR "Mostly Taught This Year" for the individual topics. Following this compute the average across the percentages of students taught all ELECTRICITY AND MAGNETISM topics prior to or during the final year.</p> <p>The derived variable is coded "MISSING" if there are more than one third of the source questions with missing data.</p>

Derived Variable Name: **PTDPTPHE**      Variable Label: **Pct Students Taught Heat Temp Topics**      Subject: **P**

**Title of International Report Exhibit:** Average Percent of Students Taught the TIMSS Advanced 2008 Physics Topics Prior to or During the Final Year

**Report Location:** 7.12

**Questionnaire Location:** TQP3\_24Cabc

**Source Variable:** PT2PTP12, PT2PTP13, PT2PTP14

**Procedure:** Based on the teachers' responses to the following questions:

The following list includes the main topics addressed by the TIMSS physics 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 but not yet completed, please choose "Mostly taught this year." If a topic is not in the curriculum, please choose "Not yet taught or just introduced."

HEAT AND TEMPERATURE topics (TQP3\_24Ca-c; PT2PTP12, PT2PTP13, PT2PTP14)

Response options: Mostly taught before this year = 1; Mostly taught this year = 2; Not yet taught or just introduced = 3

Compute the percentage of students whose teachers responded "Mostly Taught Before This Year" OR "Mostly Taught This Year" for the individual topics. Following this compute the average across the percentages of students taught all HEAT AND TEMPERATURE topics prior to or during the final year.

The derived variable is coded "MISSING" if there are more than one third of the source questions with missing data.

Derived Variable Name: <b>PTDPTPAT</b> Variable Label: <b>Pct Students Taught Atomic Nucl Topics</b> Subject: <b>P</b>	
<b>Title of International Report Exhibit:</b>	Average Percent of Students Taught the TIMSS Advanced 2008 Physics Topics Prior to or During the Final Year
<b>Report Location:</b>	7.12
<b>Questionnaire Location:</b>	TQP3_24Dabc
<b>Source Variable:</b>	PT2PTP15, PT2PTP16, PT2PTP17
<b>Procedure:</b>	<p>Based on the teachers' responses to the following questions:</p> <p>The following list includes the main topics addressed by the TIMSS physics test. Choose the response that best describes when students in the &lt;TIMSS class&gt; have been taught each topic. If a topic was taught half this year but not yet completed, please choose "Mostly taught this year." If a topic is not in the curriculum, please choose "Not yet taught or just introduced."</p> <p>ATOMIC AND NUCLEAR PHYSICS topics (TQP3_24Da-c; PT2PTP15, PT2PTP16, PT2PTP17)</p> <p>Response options: Mostly taught before this year = 1; Mostly taught this year = 2; Not yet taught or just introduced = 3</p> <p>Compute the percentage of students whose teachers responded "Mostly Taught Before This Year" OR "Mostly Taught This Year" for the individual topics. Following this compute the average across the percentages of students taught all ATOMIC AND NUCLEAR PHYSICS topics prior to or during the final year.</p> <p>The derived variable is coded "MISSING" if there are more than one third of the source questions with missing data.</p>

Derived Variable Name: <b>PTDPTPOV</b>	Variable Label: <b>Pct Students Taught All Phys Topics</b>	Subject: <b>P</b>
<b>Title of International Report Exhibit:</b>	Average Percent of Students Taught the TIMSS Advanced 2008 Physics Topics Prior to or During the Final Year	
<b>Report Location:</b>	7.12	
<b>Questionnaire Location:</b>	TQP3_24Aabcdefg; Babcd; Cabc; Dabc	
<b>Source Variable:</b>	PT2PTP01, PT2PTP02, PT2PTP03, PT2PTP04, PT2PTP05, PT2PTP06, PT2PTP07, PT2PTP08, PT2PTP09, PT2PTP10, PT2PTP11, PT2PTP12, PT2PTP13, PT2PTP14, PT2PTP15, PT2PTP16, PT2PTP17	
<b>Procedure:</b>	<p>Based on the teachers' responses to the following questions:</p> <p>The following list includes the main topics addressed by the TIMSS physics test. Choose the response that best describes when students in the &lt;TIMSS class&gt; have been taught each topic. If a topic was taught half this year but not yet completed, please choose "Mostly taught this year." If a topic is not in the curriculum, please choose "Not yet taught or just introduced."</p> <p>A. MECHANICS topics (TQP3_24Aa-g; PT2PTP01, PT2PTP02, PT2PTP03, PT2PTP04, PT2PTP05, PT2PTP06, PT2PTP07)</p> <p>B. ELECTRICITY AND MAGNETISM topics (TQP3_24Ba-d; PT2PTP08, PT2PTP09, PT2PTP10, PT2PTP11)</p> <p>C. HEAT AND TEMPERATURE topics (TQP3_24Ca-c; PT2PTP12, PT2PTP13, PT2PTP14)</p> <p>D. ATOMIC AND NUCLEAR PHYSICS topics (TQP3_24Da-c; PT2PTP15, PT2PTP16, PT2PTP17)</p> <p>Response options: Mostly taught before this year = 1; Mostly taught this year = 2; Not yet taught or just introduced = 3</p> <p>Compute the percentage of students whose teachers responded "Mostly Taught Before This Year" OR "Mostly Taught This Year" for the individual topics. Following this compute the average across the percentages of students taught all Physics topics prior to or during the final year.</p> <p>The derived variable is coded "MISSING" if there are more than one third of the source questions with missing data.</p>	



Derived Variable Name: <b>PTDPTTME</b> Variable Label: <b>Tchs Very Well Prpd on Mech Topics</b> Subject: <b>P</b>	
<b>Title of International Report Exhibit:</b>	Percent of Students Whose Teachers Feel "Very Well" Prepared to Teach the TIMSS Advanced 2008 Physics Topics
<b>Report Location:</b>	7.17
<b>Questionnaire Location:</b>	TQP3_8Aabcdefg
<b>Source Variable:</b>	PT2PTT01, PT2PTT02, PT2PTT03, PT2PTT04, PT2PTT05, PT2PTT06, PT2PTT07
<b>Procedure:</b>	<p>Based on the teachers' responses to the following questions:</p> <p>How well prepared do you feel you are to teach the following topics?            MECHANICS topics (TQP3_8Aa-g; PT2PTT01, PT2PTT02, PT2PTT03, PT2PTT04, PT2PTT05, PT2PTT06, PT2PTT07)</p> <p>Response options: Very well prepared = 1; Somewhat prepared = 2; Not well prepared = 3</p> <p>Compute the percentage of students whose teachers responded "Very well prepared" for the individual topics. Following this compute the average across the percentages of students whose teachers indicate feeling very well prepared to teach all MECHANICS topics.</p> <p>The derived variable is coded "MISSING" if there are more than one third of the source questions with missing data.</p>

Derived Variable Name: <b>PTDPTTEL</b> Variable Label: <b>Tchs Very Well Prpd on Elec Topics</b> Subject: <b>P</b>	
<b>Title of International Report Exhibit:</b>	Percent of Students Whose Teachers Feel "Very Well" Prepared to Teach the TIMSS Advanced 2008 Physics Topics
<b>Report Location:</b>	7.17
<b>Questionnaire Location:</b>	TQP3_8Babcd
<b>Source Variable:</b>	PT2PTT08, PT2PTT09, PT2PTT10, PT2PTT11
<b>Procedure:</b>	<p>Based on the teachers' responses to the following questions:</p> <p>How well prepared do you feel you are to teach the following topics? ELECTRICITY AND MAGNETISM topics (TQP3_8Ba-d; PT2PTT08, PT2PTT09, PT2PTT10, PT2PTT11)</p> <p>Response options: Very well prepared = 1; Somewhat prepared = 2; Not well prepared = 3</p> <p>Compute the percentage of students whose teachers responded "Very well prepared" for the individual topics. Following this compute the average across the percentages of students whose teachers indicate feeling very well prepared to teach all ELECTRICITY AND MAGNETISM topics.</p> <p>The derived variable is coded "MISSING" if there are more than one third of the source questions with missing data.</p>



Derived Variable Name: <b>PTDPTTHE</b> Variable Label: <b>Tchs Very Well Prpd on Heat Topics</b> Subject: <b>P</b>	
<b>Title of International Report Exhibit:</b>	Percent of Students Whose Teachers Feel "Very Well" Prepared to Teach the TIMSS Advanced 2008 Physics Topics
<b>Report Location:</b>	7.17
<b>Questionnaire Location:</b>	TQP3_8Cabc
<b>Source Variable:</b>	PT2PTT12, PT2PTT13, PT2PTT14
<b>Procedure:</b>	<p>Based on the teachers' responses to the following questions:</p> <p>How well prepared do you feel you are to teach the following topics? HEAT AND TEMPERATURE topics (TQP3_8Ca-c; PT2PTT12, PT2PTT13, PT2PTT14)</p> <p>Response options: Very well prepared = 1; Somewhat prepared = 2; Not well prepared = 3</p> <p>Compute the percentage of students whose teachers responded "Very well prepared" for the individual topics. Following this compute the average across the percentages of students whose teachers indicate feeling very well prepared to teach all HEAT AND TEMPERATURE topics.</p> <p>The derived variable is coded "MISSING" if there are more than one third of the source questions with missing data.</p>

Derived Variable Name: **PTDPTTAT**Variable Label: **Tchs Very Well Prpd on Atom Topics**Subject: **P**

**Title of International Report Exhibit:** Percent of Students Whose Teachers Feel "Very Well" Prepared to Teach the TIMSS Advanced 2008 Physics Topics

**Report Location:** 7.17

**Questionnaire Location:** TQP3\_8Dabc

**Source Variable:** PT2PTT15, PT2PTT16, PT2PTT17

**Procedure:** Based on the teachers' responses to the following questions:

How well prepared do you feel you are to teach the following topics?

ATOMIC AND NUCLEAR PHYSICS topics (TQP3\_8Da-c; PT2PTT15, PT2PTT16, PT2PTT17)

Response options: Very well prepared = 1; Somewhat prepared = 2; Not well prepared = 3

Compute the percentage of students whose teachers responded "Very well prepared" for the individual topics.

Following this compute the average across the percentages of students whose teachers indicate feeling very well prepared to teach all ATOMIC AND NUCLEAR PHYSICS topics.

The derived variable is coded "MISSING" if there are more than one third of the source questions with missing data.

Derived Variable Name: **PTDPTTOV**      Variable Label: **Tchs Very Well Prpd on All Phys Topics**      Subject: **P**

**Title of International Report Exhibit:** Percent of Students Whose Teachers Feel "Very Well" Prepared to Teach the TIMSS Advanced 2008 Physics Topics

**Report Location:** 7.17

**Questionnaire Location:** TQP3\_8Aabcdefg; Babcd; Cabc; Dabc

**Source Variable:** PT2PTT01, PT2PTT02, PT2PTT03, PT2PTT04, PT2PTT05, PT2PTT06, PT2PTT07, PT2PTT08, PT2PTT09, PT2PTT10, PT2PTT11, PT2PTT12, PT2PTT13, PT2PTT14, PT2PTT15, PT2PTT16, PT2PTT17

**Procedure:** Based on the teachers' responses to the following questions:

How well prepared do you feel you are to teach the following topics?

- A. MECHANICS topics (TQP3\_8Aa-g; PT2PTT01, PT2PTT02, PT2PTT03, PT2PTT04, PT2PTT05, PT2PTT06, PT2PTT07)
- B. ELECTRICITY AND MAGNETISM topics (TQP3\_8Ba-d; PT2PTT08, PT2PTT09, PT2PTT10, PT2PTT11)
- C. HEAT AND TEMPERATURE topics (TQP3\_8Ca-c; PT2PTT12, PT2PTT13, PT2PTT14)
- D. ATOMIC AND NUCLEAR PHYSICS topics (TQP3\_8Da-c; PT2PTT15, PT2PTT16, PT2PTT17)

Response options: Very well prepared = 1; Somewhat prepared = 2; Not well prepared = 3

Compute the percentage of students whose teachers responded "Very well prepared" for the individual topics. Following this compute the average across the percentages of students whose teachers indicate feeling very well prepared to teach all Physics topics.

The derived variable is coded "MISSING" if there are more than one third of the source questions with missing data.

<b>Derived Variable Name:</b> PTDPPAP	<b>Variable Label:</b> Idx Tch Prtcpt Prof Activs Phys (PAP)	<b>Subject:</b> P
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**Title of International Report Exhibit:** Index of Teachers' Participation in Professional Activities in Physics (PAP)

**Report Location:** 11.7

**Questionnaire Location:** TQP3\_12abcde

**Source Variable:** PT2PACWO, PT2PACPR, PT2PACPU, PT2PACIP, PT2PACEX

**Procedure:** Based on the teachers' responses to the following questions:

In the past two years, have you taken part in any of the following activities in physics

1. Attended a Workshop or Conference (TQP3\_12a, PT2PACWO)
2. Gave a Presentation at a Workshop or Conference (TQP3\_12b, PT2PACPR)
3. Published an Article in a Journal or Magazine for Teachers (Print or Online) (TQP3\_12c, PT2PACPU)
4. Took Part in an Innovative Project for Curriculum and Instruction (TQP3\_12d, PT2PACIP)
5. Exchanged Information Online about How to Teach Physics (TQP3\_12e, PT2PACEX)

Response options: Yes = 1; No = 2

Index is computed by combining the responses to the above source questions and has three categories:

- 1 = High (Responded "Yes" to 3 or more source variables)
- 2 = Medium (All other combinations)
- 3 = Low (Responded "No" to all 5 source variables)

The derived variable is coded "MISSING" if there are 2 or more source questions with missing data.



Derived Variable Name: **PTDPCOLL**      Variable Label: **Freq of Collaboration Among Phys Tchrs**      Subject: **P**

**Title of International Report Exhibit:** Frequency of Collaboration Among Physics Teachers

**Report Location:** 11.9

**Questionnaire Location:** TQP3\_9abcd

**Source Variable:** PT2GOTDC, PT2GOTPM, PT2GOTVT, PT2GOTIO

**Procedure:** Based on the teachers' responses to the following questions:

In your school, how often do you have the following types of interactions with other teachers?

1. Discussions About How to Teach a Particular Concept (TQP3\_9a, PT2GOTDC)
2. Working on Preparing Instructional Materials (TQP3\_9b, PT2GOTPM)
3. Visits to Another Teacher's Classroom to Observe His/Her Teaching (TQP3\_9c, PT2GOTVT)
4. Informal Observations of My Classroom by Another Teacher (TQP3\_9d, PT2GOTIO)

Response options: Never or almost never = 1; 2 or 3 times per month = 2; 1-3 times per week = 3; Daily or almost daily = 4

Derived variable is computed by averaging the responses to the above source questions and has three categories:

- 1 = Never or Almost Never (Average is less than or equal to 1.4)
- 2 = 2 or 3 Times per Month (Average is greater than 1.4 and less than or equal to 2.4)
- 3 = At least Weekly (Average is greater than 2.4)

The derived variable is coded "MISSING" if there are 2 or more source questions with missing data.

Derived Variable Name: **PTDPSTUD**      Variable Label: **Class Size for Physics Instruction**      Subject: **P**

**Title of International Report Exhibit:** Achievement and Class Size for Physics Instruction

**Report Location:** 11.11

**Questionnaire Location:** TQP3\_16

**Source Variable:** PT2PSTUD

**Procedure:** Based on the teachers' responses to the following question:

How many students are in the <TIMSS class>? (TQP3\_16, PT2PSTUD)

1 = 1-24 Students

2 = 25-32 Students

3 = 33-40 Students

4 = 41 or More Students





Derived Variable Name: **PTDPPCFL**Variable Label: **Idx Std Factors Limit Instruct in Phys**Subject: **P**

**Title of International Report Exhibit:** Index of Student Factors Limiting Instruction in Physics

**Report Location:** 11.12

**Questionnaire Location:** TQP3\_22abcde

**Source Variable:** PT2GLI01, PT2GLI02, PT2GLI03, PT2GLI04, PT2GLI05

**Procedure:** Based on the teachers' responses to the following questions:

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

1. Students with different academic abilities (TQP3\_22a, PT2GLI01)
2. Students who come from a wide range of backgrounds (TQP3\_22b, PT2GLI02)
3. Students with special needs (TQP3\_22c, PT2GLI03)
4. Uninterested students (TQP3\_22d, PT2GLI04)
5. Disruptive students (TQP3\_22e, PT2GLI05)

Response options: Not at all = 1; A little = 2; Some = 3; A lot = 4

Index is computed by averaging the responses to the above source questions and has three categories:

- 1 = High (Average is less than 2)
- 2 = Medium (Average is greater than or equal to 2 and less than or equal to 3)
- 3 = Low (Average is greater than 3)

The derived variable is coded "MISSING" if there are 2 or more source questions with missing data.

Derived Variable Name: **PTDPEPH**      Variable Label: **Idx Tchs Emph on Phys Homework (EPH)**      Subject: **P**

**Title of International Report Exhibit:** Index of Teachers' Emphasis on Physics Homework (EPH)

**Report Location:** 11.22

**Questionnaire Location:** TQP3\_28-30

**Source Variable:** PT2PHMWP, PT2PHOAP, PT2PHWKM

**Procedure:** Based on the teachers' responses to the following questions:

1. Do you assign mathematics homework to the <TIMSS class>? (TQP3\_28, PT2PHMWP)

Response options: Yes = 1; No = 2

2. How often do you usually assign physics homework to the <TIMSS class>? (TQP3\_29, PT2PHOAP)

Response options: Every or almost every lesson = 1; About half the lessons = 2; Some lessons = 3

3. When you assign physics 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.) (TQP3\_30, PT2PHWKM)

Response options: 30 minutes or less = 1; 31-60 minutes = 2; 61-90 minutes = 3; More than 90 minutes = 4

Index is computed by combining the responses to the above source questions and has three categories:

1 = High (Teachers responded "Yes" to TQP3\_28 (PT2PHMWP) AND "Every or almost every lesson" OR "About half the lessons" to TQP3\_29 (PT2PHOAP) AND "31-60 minutes" OR "61-90 minutes" or "More than 90 minutes" to TQP3\_30 (PT2PHWKM))

2 = Medium (All other combinations)

3 = Low (Teachers responded "Yes" to TQP3\_28 (PT2PHMWP) AND "About half the lessons" or "Some lessons" to TQP3\_29 (PT2PHOAP) AND "30 minutes or less" to TQP3\_30 (PT2PHWKM) OR Teachers responded "No" to TQP3\_28 (PT2PHMWP))

The derived variable is coded "MISSING" if PT2PHOAP or PT2PHWKM are missing.



Derived Variable Name: **PTDPTPSS**Variable Label: **Idx Phys Tchrs Prcpt Sch Safety (TPSS)**Subject: **P****Title of International Report Exhibit:**

Index of Physics Teachers' Perceptions of Safety in Their Schools (TPSS)

**Report Location:**

12.4

**Questionnaire Location:**

TQP3\_13abc

**Source Variable:**

PT2GCUSN, PT2GCUSA, PT2GCUSP

**Procedure:**

Based on the teachers' responses to the following questions:

Thinking about your current school, indicate the extent to which you agree or disagree with each of the following statements?

1. This school is located in a safe neighborhood (TQP3\_13a, PT2GCUSN)
2. I feel safe at this school (TQP3\_13b, PT2GCUSA)
3. This school's security policies and practices are sufficient (TQP3\_13c, PT2GCUSP)

Response options: Agree a lot = 1; Agree = 2; Disagree = 3; Disagree a lot = 4

Index is computed by averaging the responses to the above source questions and has three categories:

- 1 = High (Responded "Agree a lot" or "Agree" to all three statements)
- 2 = Medium (All other combinations)
- 3 = Low (Responded "Disagree" or "Disagree a lot" to all three statements)

The derived variable is coded "MISSING" if there are 2 or more source questions with missing data.



Derived Variable Name: <b>PTDPTPSC</b>	Variable Label: <b>Idx Phys Tchrs Prcpt Sch Climate (TPSC)</b>	Subject: <b>P</b>
<b>Title of International Report Exhibit:</b>	Index of Physics Teachers' Perceptions of School Climate (TPSC)	
<b>Report Location:</b>	12.6	
<b>Questionnaire Location:</b>	TQP3_15abcdefghi	
<b>Source Variable:</b>	PT2GCHTS, PT2GCHTU, PT2GCHDS, PT2GCHTE, PT2GCHPD, PT2GCHPS, PT2GCHPI, PT2GCHSR, PT2GCHSD	
<b>Procedure:</b>	<p>Based on the teachers' responses to the following questions:</p> <p>How would you characterize each of the following within your school?</p> <ol style="list-style-type: none"> <li>1. Teachers' job satisfaction (TQP3_15a, PT2GCHTS)</li> <li>2. Teachers' understanding of the school's curricular goals (TQP3_15b, PT2GCHTU)</li> <li>3. Teachers' degree of success in implementing the school's curriculum (TQP3_15c, PT2GCHDS)</li> <li>4. Teachers' expectations for student achievement (TQP3_15d, PT2GCHTE)</li> <li>5. Support for teachers' professional development (TQP3_15e, PT2GCHPD)</li> <li>6. Parental support for student achievement (TQP3_15f, PT2GCHPS)</li> <li>7. Parental involvement in school activities (TQP3_15g, PT2GCHPI)</li> <li>8. Students' regard for school property (TQP3_15h, PT2GCHSR)</li> <li>9. Students' desire to do well in school (TQP3_15i, PT2GCHSD)</li> </ol> <p>Response options: Very high = 1; High = 2; Medium = 3; Low = 4; Very low = 5</p> <p>Index is computed by averaging the responses to the above source questions and has three categories:</p> <ol style="list-style-type: none"> <li>1 = High (Average is less than or equal to 2)</li> <li>2 = Medium (Average is greater than 2 and less than 3)</li> <li>3 = Low (Average is greater than or equal to 3)</li> </ol> <p>The derived variable is coded "MISSING" if there are 4 or more source questions with missing data.</p>	



# Section 5

School Questionnaire  
(Advanced Mathematics Schools)

Derived Variable Name: <b>MCDGGBS</b>	Variable Label: <b>Idx of Good Behavior at School (GBS)</b>	Subject: <b>M</b>
<b>Title of International Report Exhibit:</b>	Index of Good Behavior at School for Students in the Final Year of Secondary School (GBS)	
<b>Report Location:</b>	6.3	
<b>Questionnaire Location:</b>	SCQ3_13Bfghijk	
<b>Source Variable:</b>	MC2GBS06, MC2GBS07, MC2GBS08, MC2GBS09, MC2GBS10, MC2GBS11	
<b>Procedure:</b>	<p>Based on principals' responses to the following question:</p> <p>How often does each of the following problem behaviors occur among &lt;twelfth-grade&gt; students in your school? If the behavior occurs, how severe a problem does it present? Severity of problem in school:</p> <ol style="list-style-type: none"> <li>1. Vandalism (SCQ3_13Bf, MC2GBS06)</li> <li>2. Theft (SCQ3_13Bg, MC2GBS07)</li> <li>3. Intimidation or verbal abuse of other students (SCQ3_13Bh, MC2GBS08)</li> <li>4. Physical injury to other students (SCQ3_13Bi, MC2GBS09)</li> <li>5. Intimidation or verbal abuse of teachers or staff (SCQ3_13Bj, MC2GBS10)</li> <li>6. Physical injury to teachers or staff (SCQ3_13Bk, MC2GBS11)</li> </ol> <p>Response options: 1 = Not a Problem; 2 = Minor Problem; 3 = Serious Problem</p> <p>Index is computed by averaging the responses to the above source questions and has three categories:</p> <ol style="list-style-type: none"> <li>1 = High (Average is equal to 1)</li> <li>2 = Medium (Average is greater than 1 and less than or equal to 2)</li> <li>3 = Low (Average is greater than 2)</li> </ol> <p>The derived variable is coded as "MISSING" if there are 3 or more source questions with missing data.</p>	



Derived Variable Name: **MCDGPPSC**      Variable Label: **Idx Prncpl Prcpt School Climate (PPSC)**      Subject: **M**

**Title of International Report Exhibit:** Index of Principals' Perceptions of School Climate (PPSC)

**Report Location:** 6.5

**Questionnaire Location:** SCQ3\_8acdefghi

**Source Variable:** MC2GCHTS, MC2GCHTU, MC2GCHDS, MC2GCHES, MC2GCHPS, MC2GCHPI, MC2GCHSR, MC2GCHSD

**Procedure:** Based on principals' responses to the following question:

How would you characterize each of the following within your school?

1. Teachers' job satisfaction (SCQ3\_8a, MC2GCHTS)
2. Teachers' understanding of the school's curricular goals (SCQ3\_8c, MC2GCHTU)
3. Teachers' degree of success in implementing the school's curriculum (SCQ3\_8d, MC2GCHDS)
4. Teachers' expectations for student achievement (SCQ3\_8e, MC2GCHES)
5. Parental support for student achievement (SCQ3\_8f, MC2GCHPS)
6. Parental involvement in school activities (SCQ3\_8g, MC2GCHPI)
7. Students' regard for school property (SCQ3\_8h, MC2GCHSR)
8. Students' desire to do well in school (SCQ3\_8i, MC2GCHSD)

Response options: 1 = Very high; 2 = High; 3 = Medium; 4 = Low; 5 = Very low

Index is computed by averaging the responses to the above source questions and has three categories:

- 1 = High (Average is less than or equal to 2)
- 2 = Medium (Average is greater than 2 and less than 3)
- 3 = Low (Average is greater than or equal to 3)

The derived variable is coded as "MISSING" if there are 4 or more source questions with missing data.

Derived Variable Name: **MCDGAGSR**      Variable Label: **Idx Adeq of Gen Sch Resources (AGSR)**      Subject: **M**

**Title of International Report Exhibit:** Index of Adequacy of General School Resources (Shortages Do Not Affect Capacity to Provide Instruction) (AGSR)

**Report Location:** 6.8

**Questionnaire Location:** SCQ3\_14abcdef

**Source Variable:** MC2GSC01, MC2GSC02, MC2GSC03, MC2GSC04, MC2GSC05, MC2GSC06

**Procedure:** Based on principals' responses to the following question:

Is your school's capacity to provide instruction affected by a shortage or inadequacy of any of the following?

1. Instructional materials (e.g., textbook) (SCQ3\_14a, MC2GSC01)
2. Budget for supplies (e.g., paper, pencils) (SCQ3\_14b, MC2GSC02)
3. School buildings and grounds (SCQ3\_14c, MC2GSC03)
4. Heating/cooling and lighting systems (SCQ3\_14d, MC2GSC04)
5. Instructional space (e.g., classrooms) (SCQ3\_14e, MC2GSC05)
6. Special equipment for students with disabilities (SCQ3\_14f, MC2GSC06)

Response options: 1 = No; 2 = A little; 3 = Some; 4 = A lot

Index is computed by averaging the responses to the above source questions and has three categories:

- 1 = High (Average is less than 2)
- 2 = Medium (Average is greater than or equal to 2 and less than 3)
- 3 = Low (Average is greater than or equal to 3)

The derived variable is coded as "MISSING" if there are 3 or more source questions with missing data.





Derived Variable Name: **MCDMARM** Variable Label: **Idx Adeq of Res for Math Instr (ARMI)** Subject: **M**

**Title of International Report Exhibit:** Index of Adequacy of Resources Specifically for Mathematics Instruction (Shortages Do Not Affect Capacity to Provide Instruction) (ARMI)

**Report Location:** 6.9

**Questionnaire Location:** SCQ3\_14ghijk

**Source Variable:** MC2MSC07, MC2MSC08, MC2MSC09, MC2MSC10, MC2MSC11

**Procedure:** Based on principals' responses to the following question:

Is your school's capacity to provide instruction affected by a shortage or inadequacy of any of the following?

1. Computers for mathematics instruction (SCQ3\_14g, MC2MSC07)
2. Computer software for mathematics instruction (SCQ3\_14h, MC2MSC08)
3. Calculators for mathematics instruction (SCQ3\_14i, MC2MSC09)
4. Library materials relevant to mathematics instruction (SCQ3\_14j, MC2MSC10)
5. Audio-visual resources for mathematics instruction (SCQ3\_14k, MC2MSC11)

Response options: 1 = No; 2 = A little; 3 = Some; 4 = A lot

Index is computed by averaging the responses to the above source questions and has three categories:

- 1 = High (Average is less than 2)
- 2 = Medium (Average is greater than or equal to 2 and less than 3)
- 3 = Low (Average is greater than or equal to 3)

The derived variable is coded as "MISSING" if there are 2 or more source questions with missing data.



# Section 6

School Questionnaire  
(Physics Schools)

Derived Variable Name: <b>PCDGGBS</b>	Variable Label: <b>Idx of Good Behavior at School (GBS)</b>	Subject: <b>P</b>
<b>Title of International Report Exhibit:</b>	Index of Good Behavior at School for Students in the Final Year of Secondary School (GBS)	
<b>Report Location:</b>	12.3	
<b>Questionnaire Location:</b>	SCQ3_13Bfghijk	
<b>Source Variable:</b>	PC2GBS06, PC2GBS07, PC2GBS08, PC2GBS09, PC2GBS10, PC2GBS11	
<b>Procedure:</b>	<p>Based on principals' responses to the following question:</p> <p>How often does each of the following problem behaviors occur among &lt;twelfth-grade&gt; students in your school? If the behavior occurs, how severe a problem does it present? Severity of problem in school:</p> <ol style="list-style-type: none"> <li>1. Vandalism (SCQ3_13Bf, PC2GBS06)</li> <li>2. Theft (SCQ3_13Bg, PC2GBS07)</li> <li>3. Intimidation or verbal abuse of other students (SCQ3_13Bh, PC2GBS08)</li> <li>4. Physical injury to other students (SCQ3_13Bi, PC2GBS09)</li> <li>5. Intimidation or verbal abuse of teachers or staff (SCQ3_13Bj, PC2GBS10)</li> <li>6. Physical injury to teachers or staff (SCQ3_13Bk, PC2GBS11)</li> </ol> <p>Response options: 1 = Not a Problem; 2 = Minor Problem; 3 = Serious Problem</p> <p>Index is computed by averaging the responses to the above source questions and has three categories:</p> <ol style="list-style-type: none"> <li>1 = High (Average is equal to 1)</li> <li>2 = Medium (Average is greater than 1 and less than or equal to 2)</li> <li>3 = Low (Average is greater than 2)</li> </ol> <p>The derived variable is coded as "MISSING" if there are 3 or more source questions with missing data.</p>	



<b>Derived Variable Name:</b>	<b>PCDGPPSC</b>	<b>Variable Label:</b>	<b>Idx Prncpl Prcpt School Climate (PPSC)</b>	<b>Subject:</b>	<b>P</b>
<b>Title of International Report Exhibit:</b>	Index of Principals' Perceptions of School Climate (PPSC)				
<b>Report Location:</b>	12.5				
<b>Questionnaire Location:</b>	SCQ3_8acdefghi				
<b>Source Variable:</b>	PC2GCHTS, PC2GCHTU, PC2GCHDS, PC2GCHES, PC2GCHPS, PC2GCHPI, PC2GCHSR, PC2GCHSD				
<b>Procedure:</b>	<p>Based on principals' responses to the following question:</p> <p>How would you characterize each of the following within your school?</p> <ol style="list-style-type: none"> <li>1. Teachers' job satisfaction (SCQ3_8a, PC2GCHTS)</li> <li>2. Teachers' understanding of the school's curricular goals (SCQ3_8c, PC2GCHTU)</li> <li>3. Teachers' degree of success in implementing the school's curriculum (SCQ3_8d, PC2GCHDS)</li> <li>4. Teachers' expectations for student achievement (SCQ3_8e, PC2GCHES)</li> <li>5. Parental support for student achievement (SCQ3_8f, PC2GCHPS)</li> <li>6. Parental involvement in school activities (SCQ3_8g, PC2GCHPI)</li> <li>7. Students' regard for school property (SCQ3_8h, PC2GCHSR)</li> <li>8. Students' desire to do well in school (SCQ3_8i, PC2GCHSD)</li> </ol> <p>Response options: 1 = Very high; 2 = High; 3 = Medium; 4 = Low; 5 = Very low</p> <p>Index is computed by averaging the responses to the above source questions and has three categories:</p> <ol style="list-style-type: none"> <li>1 = High (Average is less than or equal to 2)</li> <li>2 = Medium (Average is greater than 2 and less than 3)</li> <li>3 = Low (Average is greater than or equal to 3)</li> </ol> <p>The derived variable is coded as "MISSING" if there are 4 or more source questions with missing data.</p>				

<b>Derived Variable Name:</b>	<b>PCDGAGSR</b>	<b>Variable Label:</b>	<b>Idx Adeq of Gen Sch Resources (AGSR)</b>	<b>Subject:</b>	<b>P</b>
<b>Title of International Report Exhibit:</b>	Index of Adequacy of General School Resources (Shortages Do Not Affect Capacity to Provide Instruction) (AGSR)				
<b>Report Location:</b>	12.8				
<b>Questionnaire Location:</b>	SCQ3_14abcdef				
<b>Source Variable:</b>	PC2GSC01, PC2GSC02, PC2GSC03, PC2GSC04, PC2GSC05, PC2GSC06				
<b>Procedure:</b>	<p>Based on principals' responses to the following question:</p> <p>Is your school's capacity to provide instruction affected by a shortage or inadequacy of any of the following?</p> <ol style="list-style-type: none"> <li>1. Instructional materials (e.g., textbook) (SCQ3_14a, PC2GSC01)</li> <li>2. Budget for supplies (e.g., paper, pencils) (SCQ3_14b, PC2GSC02)</li> <li>3. School buildings and grounds (SCQ3_14c, PC2GSC03)</li> <li>4. Heating/cooling and lighting systems (SCQ3_14d, PC2GSC04)</li> <li>5. Instructional space (e.g., classrooms) (SCQ3_14e, PC2GSC05)</li> <li>6. Special equipment for students with disabilities (SCQ3_14f, PC2GSC06)</li> </ol> <p>Response options: 1 = No; 2 = A little; 3 = Some; 4 = A lot</p> <p>Index is computed by averaging the responses to the above source questions and has three categories:</p> <ol style="list-style-type: none"> <li>1 = High (Average is less than 2)</li> <li>2 = Medium (Average is greater than or equal to 2 and less than 3)</li> <li>3 = Low (Average is greater than or equal to 3)</li> </ol> <p>The derived variable is coded as "MISSING" if there are 3 or more source questions with missing data.</p>				



Derived Variable Name: <b>PCDPARPI</b> Variable Label: <b>Idx Adeq of Res for Phys Instr (ARPI)</b> Subject: <b>P</b>	
<b>Title of International Report Exhibit:</b>	Index of Adequacy of Resources Specifically for Physics Instruction (Shortages Do Not Affect Capacity to Provide Instruction) (ARPI)
<b>Report Location:</b>	12.9
<b>Questionnaire Location:</b>	SCQ3_14lmnopq
<b>Source Variable:</b>	PC2PSC12, PC2PSC13, PC2PSC14, PC2PSC15, PC2PSC16, PC2PSC17
<b>Procedure:</b>	<p>Based on principals' responses to the following question:</p> <p>Is your school's capacity to provide instruction affected by a shortage or inadequacy of any of the following?</p> <ol style="list-style-type: none"> <li>1. Physics laboratory equipment and materials (SCQ3_14l, PC2PSC12)</li> <li>2. Computers for physics instruction (SCQ3_14m, PC2PSC13)</li> <li>3. Computer software for physics instruction (SCQ3_14n, PC2PSC14)</li> <li>4. Calculators for physics instruction (SCQ3_14o, PC2PSC15)</li> <li>5. Library materials relevant to physics instruction (SCQ3_14p, PC2PSC16)</li> <li>6. Audio-visual resources for physics instruction (SCQ3_14q, PC2PSC17)</li> </ol> <p>Response options: 1 = No; 2 = A little; 3 = Some; 4 = A lot</p> <p>Index is computed by averaging the responses to the above source questions and has three categories:</p> <ol style="list-style-type: none"> <li>1 = High (Average is less than 2)</li> <li>2 = Medium (Average is greater than or equal to 2 and less than 3)</li> <li>3 = Low (Average is greater than or equal to 3)</li> </ol> <p>The derived variable is coded as "MISSING" if there are 2 or more source questions with missing data.</p>



**TIMSS & PIRLS**  
International Study Center  
Lynch School of Education, Boston College



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Evaluation of Educational Achievement (IEA)

ISBN 1-889938-57-2

