

Identification Label

TIMSS 2011

Teacher Questionnaire

<Grade 4>

<TIMSS>

<National Research Center Name>

<Address>



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

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Teacher Questionnaire

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 differences 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 "**TIMSS class**" or "**this class**". 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 effort 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

About You

G1

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

_____ years
Please **round** to the nearest whole number.

G2

Are you female or male?

Check **one** circle only.

Female --

Male --

G3

How old are you?

Check **one** circle only.

Under 25 --

25–29 --

30–39 --

40–49 --

50–59 --

60 or more --

G4

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

Check **one** circle only.

Did not complete <ISCED Level 3> --

Finished <ISCED Level 3> --

Finished <ISCED Level 4> --

Finished <ISCED Level 5B> --

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

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

G5

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

Check **one** circle for each line.

- | | Yes | No |
|---------------------------------------|-----------------------|-----------------------|
| a) Education—Primary/Elementary ----- | <input type="radio"/> | <input type="radio"/> |
| b) Education—Secondary ----- | <input type="radio"/> | <input type="radio"/> |
| c) Mathematics ----- | <input type="radio"/> | <input type="radio"/> |
| d) Science ----- | <input type="radio"/> | <input type="radio"/> |
| e) <language of test> ----- | <input type="radio"/> | <input type="radio"/> |
| f) Other ----- | <input type="radio"/> | <input type="radio"/> |

B. If your major or main area of study was education, did you have a <specialization> in any of the following?

Check **one** circle for each line.

- | | Yes | No |
|---------------------------|-----------------------|-----------------------|
| a) Mathematics ----- | <input type="radio"/> | <input type="radio"/> |
| b) Science ----- | <input type="radio"/> | <input type="radio"/> |
| c) Language/reading ----- | <input type="radio"/> | <input type="radio"/> |
| d) Other subject ----- | <input type="radio"/> | <input type="radio"/> |

G6

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

Check **one** circle for each line.

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

G7

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

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 -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) I feel safe at this school -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) This school's security policies and practices are sufficient -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) The students behave in an orderly manner -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) The students are respectful of the teachers -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

G8

In your current school, how severe is each problem?

Check **one** circle for each line.

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

G9

A. Do you use computers in your teaching in any of the following ways?

Check **one** circle for each line.

	Yes	No
a) For preparation -----	○	○
b) For administration -----	○	○
c) In your classroom instruction -----	○	○

G10

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

Check **one** circle for each line.

	Never or almost never	2 or 3 times per month	1-3 times per week	Daily or almost daily
a) Discuss how to teach a particular topic -----	○	○	○	○
b) Collaborate in planning and preparing instructional materials -----	○	○	○	○
c) Share what I have learned about my teaching experiences -----	○	○	○	○
d) Visit another classroom to learn more about teaching -----	○	○	○	○
e) Work together to try out new ideas -----	○	○	○	○

If Yes to "classroom instruction"

B. How much do you agree with the following statements about using computers in your classroom instruction?

Check **one** circle for each line.

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
a) I feel comfortable using computers in my teaching -----	○	○	○	○
b) When I have technical problems, I have ready access to computer support staff in my school -----	○	○	○	○
c) I receive adequate support for integrating computers in my teaching activities -----	○	○	○	○

G11

How much do you agree with the following statements?

Check **one** circle for each line.



- a) I am content with my profession as a teacher ----- ○ — ○ — ○ — ○
- b) I am satisfied with being a teacher at this school ----- ○ — ○ — ○ — ○
- c) I had more enthusiasm when I began teaching than I have now ----- ○ — ○ — ○ — ○
- d) I do important work as a teacher ----- ○ — ○ — ○ — ○
- e) I plan to continue as a teacher for as long as I can ---- ○ — ○ — ○ — ○
- f) I am frustrated as a teacher --- ○ — ○ — ○ — ○

G12

A. How many students are in this class?

_____ students
Write in a number.

B. How many of the students in #G12A are in <fourth grade>?

_____ <fourth-grade> students
Write in a number.

G13

How many <fourth-grade> students experience difficulties understanding spoken <language of test>?

_____ students in this class
Write in a number.

G14

Which of the following subjects do you teach to this class?

Check **one** circle for each line.

- a) I teach the class <language of test>/reading -- Yes
○ — ○ No
- b) I teach the class mathematics ----- ○ — ○
- c) I teach the class science ----- ○ — ○

G15

How often do you do the following in teaching this class?

Check **one** circle for each line.

	Every or almost every lesson	About half the lessons	Some lessons	Never
a) Summarize what students should have learned from the lesson -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Relate the lesson to students' daily lives -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Use questioning to elicit reasons and explanations -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Encourage all students to improve their performance ---	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Praise students for good effort -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Bring interesting materials to class -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

G16

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

Check **one** circle for each line.

	Not applicable	Not at all	Some	A lot
a) Students lacking prerequisite knowledge or skills -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Students suffering from lack of basic nutrition -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Students suffering from not enough sleep -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment) ---	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Disruptive students -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Uninterested students -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

G17

For the typical student in this class, how often do you do these things?

Check **one** circle 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 -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Send home a progress report on the student's learning -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Questions M1–M3 ask about mathematics instruction for the <fourth-grade> students in the <PIRLS/TIMSS> class.

M1

In a typical week, how much time do you spend teaching mathematics to the students in this class?

_____ hours and _____ minutes per week
Write in the hours and minutes.

M2

In teaching mathematics to this class, how confident do you feel to do the following?

Check **one** circle for each line.

Very confident
Somewhat confident
Not confident

- a) Answer students' questions about mathematics ----- ○ — ○ — ○
- b) Show students a variety of problem solving strategies ----- ○ — ○ — ○
- c) Provide challenging tasks for capable students ----- ○ — ○ — ○
- d) Adapt my teaching to engage students' interest ----- ○ — ○ — ○
- e) Help students appreciate the value of learning mathematics ----- ○ — ○ — ○

M3

In teaching mathematics to this class, how often do you usually ask students to do the following?

Check **one** circle for each line.

Every or almost every lesson
About half the lessons
Some lessons
Never

- a) Listen to me explain how to solve problems ----- ○ — ○ — ○ — ○
- b) Memorize rules, procedures, and facts ----- ○ — ○ — ○ — ○
- c) Work problems (individually or with peers) with my guidance ----- ○ — ○ — ○ — ○
- d) Work problems together in the whole class with direct guidance from me ----- ○ — ○ — ○ — ○
- e) Work problems (individually or with peers) while I am occupied by other tasks ----- ○ — ○ — ○ — ○
- f) Explain their answers ----- ○ — ○ — ○ — ○
- g) Relate what they are learning in mathematics to their daily lives ----- ○ — ○ — ○ — ○
- h) Take a written test or quiz ----- ○ — ○ — ○ — ○

Questions M4–M6 ask about resources for teaching mathematics to the <fourth-grade> students in the <PIRLS/TIMSS> class.

M4

When you teach mathematics to this class, how do you use the following resources?

Check **one** circle for each line.

	Basis for instruction	Supplement	Not used
a) Textbooks -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Workbooks or worksheets -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Concrete objects or materials that help students understand quantities or procedures -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Computer software for mathematics instruction -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

M5

Are the students in this class permitted to use calculators during mathematics lessons?

Check **one** circle only.

Yes, with unrestricted use ---

Yes, with restricted use ---

No, calculators are not permitted -

M6

A. Do the students in this class have computer(s) available to use during their mathematics lessons?

Check **one** circle only.

Yes ---

No ---

(If No, go to #M7)

If Yes,

B. Do any of the computer(s) have access to the Internet?

Check **one** circle only.

Yes ---

No ---

C. How often do you have the students do the following computer activities during mathematics lessons?

Check **one** circle for each line.

	Every or almost every day	Once or twice a week	Once or twice a month	Never or almost never
a) Explore mathematics principles and concepts -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Practice skills and procedures -	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Look up ideas and information -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

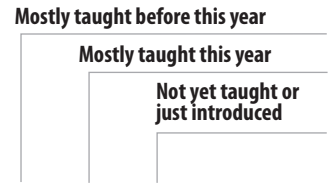
Mathematics Topics Taught

Questions M7–M8 ask about the topics taught and the content covered in teaching mathematics to the <fourth-grade> students in the <PIRLS/TIMSS> class.

M7

The following list includes the main topics addressed by the TIMSS mathematics test. Choose the response that best describes when the students in this class have been taught each topic. If a topic was in the curriculum before the <fourth grade>, please choose “Mostly taught before this year.” 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.”

Check **one** circle for each line.



A. Number

- a) Concepts of whole numbers, including place value and ordering ----- — —
- b) Adding, subtracting, multiplying, and/or dividing with whole numbers ----- — —
- 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) ----- — —
- d) Adding and subtracting with fractions ----- — —
- e) Concepts of decimals, including place value and ordering ----- — —
- f) Adding and subtracting with decimals ----- — —
- g) Number sentences (finding the missing number, modeling simple situations with number sentences) ----- — —
- h) Number patterns (extending number patterns and finding missing terms) ----- — —

B. Geometric Shapes and Measures

- a) Lines: measuring, estimating length of; parallel and perpendicular lines ----- — —
- b) Comparing and drawing angles ----- — —
- c) Using informal coordinate systems to locate points in a plane (e.g., in square B4) ----- — —
- d) Elementary properties of common geometric shapes ----- — —
- e) Reflections and rotations ----- — —
- f) Relationships between two-dimensional and three-dimensional shapes ----- — —
- g) Finding and estimating areas, perimeters, and volumes ----- — —

C. Data Display

- a) Reading data from tables, pictographs, bar graphs, or pie charts ----- — —
- b) Drawing conclusions from data displays ----- — —
- c) Displaying data using tables, pictographs, and bar graphs ----- — —

M8

By the end of this school year, approximately what percentage of teaching time for mathematics will you have spent during this school year on each of the following mathematics content areas for the students in this class?

Write in the percentage for each.

- 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 ----- %

Total = 100%

Question M9 asks about mathematics homework for the <fourth-grade> students in the <PIRLS/TIMSS> class.

M9

A. How often do you usually assign mathematics homework to the students in this class?

Check **one** circle only.

I do not assign mathematics homework --- **(Go to #M10)**

- Less than once a week ---
- 1 or 2 times a week ---
- 3 or 4 times a week ---
- Every day ---

B. When you assign mathematics homework to the students in this class, about how many minutes do you usually assign? (Consider the time it would take an average student in your class.)

Check **one** circle only.

- 15 minutes or less ---
- 16–30 minutes ---
- 31–60 minutes ---
- more than 60 minutes ---

C. How often do you do the following with the mathematics homework assignments for this class?

Check **one** circle for each line.



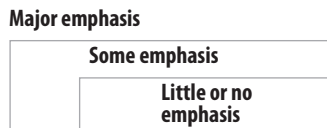
- a) Correct assignments and give feedback to students ----- — —
- b) Discuss the homework in class ----- — —
- c) Monitor whether or not the homework was completed ----- — —

Question M10 asks about mathematics assessment for the <fourth-grade> students in the <PIRLS/TIMSS> class.

M10

How much emphasis do you place on the following sources to monitor students' progress in mathematics?

Check **one** circle for each line.

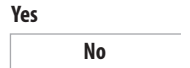


- a) Evaluation of students' ongoing work ----- ○ — ○ — ○
- b) Classroom tests (for example, teacher-made or textbook tests) ----- ○ — ○ — ○
- c) National or regional achievement tests ----- ○ — ○ — ○

M11

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

Check **one** circle for each line.

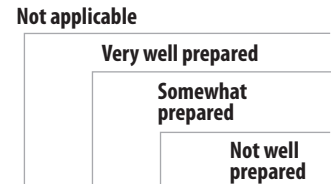


- a) Mathematics content ----- ○ — ○
- b) Mathematics pedagogy/instruction ----- ○ — ○
- c) Mathematics curriculum ----- ○ — ○
- d) Integrating information technology into mathematics ----- ○ — ○
- e) Mathematics assessment ----- ○ — ○
- f) Addressing individual students' needs ----- ○ — ○

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

If a topic is not in the <fourth-grade> curriculum or you are not responsible for teaching this topic, please choose "Not applicable."

Check **one** circle for each line.



A. Number

- a) Concepts of whole numbers, including place value and ordering ----- — — —
- b) Adding, subtracting, multiplying and/or dividing with whole numbers ----- — — —
- 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) ----- — — —
- d) Adding and subtracting with fractions ----- — — —
- e) Concepts of decimals, including place value and ordering ----- — — —
- f) Adding and subtracting with decimals ----- — — —
- g) Number sentences (finding the missing number, modeling simple situations with number sentences) ----- — — —
- h) Number patterns (extending number patterns and finding missing terms) ----- — — —

B. Geometric Shapes and Measures

- a) Lines: measuring, estimating length of; parallel and perpendicular lines ----- — — —
- b) Comparing and drawing angles ----- — — —
- c) Using informal coordinate systems to locate points in a plane (e.g., in square B4) ----- — — —
- d) Elementary properties of common geometric shapes ----- — — —
- e) Reflections and rotations ----- — — —
- f) Relationships between two-dimensional and three-dimensional shapes ----- — — —
- g) Finding and estimating areas, perimeters, and volumes ----- — — —

C. Data Display

- a) Reading data from tables, pictographs, bar graphs, or pie charts ----- — — —
- b) Drawing conclusions from data displays ----- — — —
- c) Displaying data using tables, pictographs, and bar graphs ----- — — —

Questions S1–S3 ask about science instruction for the <fourth-grade> students in the <PIRLS/TIMSS> class.

S1

A. Is science taught mainly as a separate subject (i.e., not integrated with other subjects) to the students in this class?

Check **one** circle only.

Yes---

No---

B. Please estimate the time that you spend on science topics with students in this class.

_____ hours and _____ minutes per week
Write in the hours and minutes.

S2

In teaching science to this class, how confident do you feel to do the following?

Check **one** circle for each line.

Very confident
Somewhat confident
Not confident

- a) Answer students' questions about science ----- — —
- b) Explain science concepts or principles by doing science experiments ----- — —
- c) Provide challenging tasks for capable students ----- — —
- d) Adapt my teaching to engage students' interest ----- — —
- e) Help students appreciate the value of learning science ----- — —

S3

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

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 -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Watch me demonstrate an experiment or investigation ----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Design or plan experiments or investigations -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Conduct experiments or investigations -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Read their textbooks or other resource materials -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Have students memorize facts and principles -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Give explanations about something they are studying -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Relate what they are learning in science to their daily lives -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) Do field work outside the class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) Take a written test or quiz -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Questions S4–S5 ask about resources for teaching science to the <fourth-grade> students in the <PIRLS/ TIMSS> class.

S4

When you teach science to this class, how do you use the following resources?

Check **one** circle for each line.

	Basis for instruction	Supplement	Not used
a) Textbooks -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Workbooks or worksheets -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Science equipment and materials -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Computer software for science instruction -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Reference materials (e.g., encyclopedia, dictionary) -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A. Do the students in this class have computer(s) available to use when you are teaching science?

Check **one** circle only.

Yes---

No--- 

(If No, go to #S6)

If Yes,

B. Do any of the computer(s) have access to the Internet?

Check **one** circle only.

Yes---

No---

C. How often do you have the students do the following computer activities during science lessons?

Check **one** circle for each line.

Every or almost every day

Once or twice a week

Once or twice a month

Never or almost never

a) Practice skills and procedures -

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

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

d) Study natural phenomena through simulations -----

Science Topics Taught

Questions S6–S7 ask about the topics taught and the content covered in teaching science to the <fourth-grade> students in the <PIRLS/TIMSS> class.

S6

The following list includes the main topics addressed by the TIMSS science test. Choose the response that best describes when the students in this class have been taught each topic. If a topic was in the curriculum before the <fourth grade>, please choose “Mostly taught before this year.” 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.”

Check **one** circle for each line.



A. Life Science

- a) Major body structures and their functions in humans and other organisms (plants and animals) ----- — —
- b) Life cycles and reproduction in plants and animals ----- — —
- c) Physical features, behavior, and survival of organisms living in different environments ----- — —
- d) Relationships in a given community (e.g., simple food chains, predator-prey relationships) ----- — —
- e) Changes in environments (effects of human activity, pollution and its prevention) ----- — —
- f) Human health (e.g., transmission/prevention of communicable diseases, signs of health/illness, diet, exercise) ----- — —

B. Physical Science

- 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 ----- — —
- b) Classification of objects/materials based on physical properties (e.g., weight/mass, volume, magnetic attraction) ----- — —
- c) Forming and separating mixtures ----- — —
- d) Familiar changes in materials (e.g., decaying, burning, rusting, cooking) ----- — —
- e) Common energy sources/forms and their practical uses (e.g., the Sun, electricity, water, wind) ----- — —
- f) Light (e.g., sources, behavior) ----- — —
- g) Electrical circuits and properties of magnets ----- — —
- h) Forces that cause objects to move (e.g., gravity, push/pull forces) ----- — —

C. Earth Science

- a) Water on Earth (location, types, and movement) and air (composition, proof of its existence, uses) ----- — —
- b) Common features of Earth’s landscape (e.g., mountains, plains, rivers, deserts) and relationship to human use (e.g., farming, irrigation, land development) ----- — —
- c) Weather conditions from day to day or over the seasons ----- — —
- d) Fossils of animals and plants (age, location, formation) ----- — —
- e) Earth’s solar system (planets, Sun, moon) ----- — —
- f) Day, night, and shadows due to Earth’s rotation and its relationship to the Sun ----- — —

S7

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

Write in the percentage for each.

- a) Life science (includes environmental issues) ----- %
- b) Physical science (includes topics in physics and chemistry) ----- %
- c) Earth science (includes Earth and the solar system) ----- %
- d) Other ----- %

Total = 100%

Question S8 asks about science homework for the <fourth-grade> students in the <PIRLS/TIMSS> class.

S8

A. How often do you usually assign science homework to the students in this class?

Check **one** circle only.

- I do not assign science homework --- (Go to #S9)
- Less than once a week ---
- 1 or 2 times a week ---
- 3 or 4 times a week ---
- Every day ---

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

Check **one** circle only.

- 15 minutes or less ---
- 16–30 minutes ---
- 31–60 minutes ---
- more than 60 minutes ---

C. How often do you do the following with the science homework assignments for this class?

Check **one** circle for each line.



- a) Correct assignments and give feedback to students ----- — —
- b) Discuss the homework in class ----- — —
- c) Monitor whether or not the homework was completed ----- — —

Question S9 asks about science assessment for the <fourth-grade> students in the <PIRLS/TIMSS> class.

S9

How much emphasis do you place on the following sources to monitor students' progress in science?

Check **one** circle for each line.



- a) Evaluation of students' ongoing work ----- ○ — ○ — ○
- b) Classroom tests (for example, teacher-made or textbook tests) ----- ○ — ○ — ○
- c) National or regional achievement tests ----- ○ — ○ — ○

S10

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

Check **one** circle for each line.

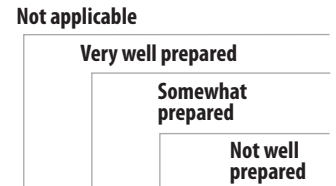


- a) Science content ----- ○ — ○
- b) Science pedagogy/instruction ----- ○ — ○
- c) Science curriculum ----- ○ — ○
- d) Integrating information technology into science ----- ○ — ○
- e) Science assessment ----- ○ — ○
- f) Addressing individual students' needs ----- ○ — ○

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

If a topic is not in the <fourth-grade> curriculum or you are not responsible for teaching this topic, please choose "Not applicable."

Check **one** circle for each line.



A. Life Science

- a) Major body structures and their functions in humans and other organisms (plants and animals) ----- ○ — ○ — ○ — ○
- b) Life cycles and reproduction in plants and animals ----- ○ — ○ — ○ — ○
- c) Physical features, behavior, and survival of organisms living in different environments ----- ○ — ○ — ○ — ○
- d) Relationships in a given community (e.g., simple food chains, predator-prey relationships) ----- ○ — ○ — ○ — ○
- e) Changes in environments (effects of human activity, pollution and its prevention) ----- ○ — ○ — ○ — ○
- f) Human health (e.g., transmission/prevention of communicable diseases, signs of health/illness, diet, exercise) ----- ○ — ○ — ○ — ○

B. Physical Science

- 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 ----- ○ — ○ — ○ — ○
- b) Classification of objects/materials based on physical properties (e.g., weight/mass, volume, magnetic attraction) ----- ○ — ○ — ○ — ○
- c) Forming and separating mixtures ----- ○ — ○ — ○ — ○
- d) Familiar changes in materials (e.g., decaying, burning, rusting, cooking) ----- ○ — ○ — ○ — ○
- e) Common energy sources/forms and their practical uses (e.g., the Sun, electricity, water, wind) ----- ○ — ○ — ○ — ○
- f) Light (e.g., sources, behavior) ----- ○ — ○ — ○ — ○
- g) Electrical circuits and properties of magnets ----- ○ — ○ — ○ — ○
- h) Forces that cause objects to move (e.g., gravity, push/pull forces) ----- ○ — ○ — ○ — ○

C. Earth Science

- a) Water on Earth (location, types, and movement) and air (composition, proof of its existence, uses) ----- ○ — ○ — ○ — ○
- b) Common features of Earth's landscape (e.g., mountains, plains, rivers, deserts) and relationship to human use (e.g., farming, irrigation, land development) ----- ○ — ○ — ○ — ○
- c) Weather conditions from day to day or over the seasons ----- ○ — ○ — ○ — ○
- d) Fossils of animals and plants (age, location, formation) ----- ○ — ○ — ○ — ○
- e) Earth's solar system (planets, Sun, moon) ----- ○ — ○ — ○ — ○
- f) Day, night, and shadows due to Earth's rotation and its relationship to the Sun ----- ○ — ○ — ○ — ○

Thank You

Thank you for the thought, time, and effort you have put into completing this questionnaire.



BOSTON
COLLEGE

timssandpirls.bc.edu

TIMSS 2011

Teacher Questionnaire

<Grade 4>



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