

APPENDIX H

Organizations and Individuals Responsible for TIMSS 2019

Introduction

TIMSS 2019 was a collaborative effort involving hundreds of individuals around the world. This appendix acknowledges the individuals and organizations for their contributions. Given that the work on TIMSS 2019 spanned more than four years and involved so many people and organizations, this list may not include all who contributed. Any omission is inadvertent. TIMSS 2019 also acknowledges the students, parents, teachers, and school principals who contributed their time and effort to the study. This report would not be possible without them.

Management and Coordination

TIMSS is a major undertaking of IEA, and together with the Progress in International Reading Literacy Study (PIRLS), comprises the core of IEA's regular cycles of studies. The TIMSS assessment at the fourth grade complements PIRLS, which regularly assesses reading achievement at fourth grade.

TIMSS 2019 was conducted by IEA's TIMSS & PIRLS International Study Center at Boston College, which has responsibility for the overall direction and management of TIMSS and PIRLS, including design, development, and implementation. For TIMSS 2019, this also included managing the transition of TIMSS to a digital assessment, with the development of eTIMSS. Headed by Executive Directors Drs. Ina V.S. Mullis, Michael O. Martin, and Matthias von Davier, the study center is located in the Lynch School of Education and Human Development. The TIMSS & PIRLS International Study Center worked closely with IEA Amsterdam, which managed country participation, was responsible for verification of all translations produced by the participating countries, and coordinated the school visits by International Quality Control Monitors. In addition to developing the software system used to create and deliver the eTIMSS 2019 digital assessments, staff at IEA Hamburg worked closely with participating countries to organize sampling and data collection operations and to check all data for accuracy and consistency within and across countries. Statistics Canada in Ottawa was responsible for school and student sampling activities. Educational Testing Service in Princeton, New Jersey consulted on psychometric methodology, provided software for scaling the achievement data, and replicated the achievement scaling for quality assurance.

The Project Management Team, comprising the study directors and representatives from the TIMSS & PIRLS International Study Center, IEA Amsterdam, IEA Hamburg, and Statistics Canada

met twice a year throughout the study to discuss the study's progress, procedures, and schedule. In addition, the study directors met with members of IEA's Technical Executive Group twice each year to review technical issues.

To work with the international team and coordinate within-country activities, each participating country designates an individual to be the TIMSS National Research Coordinator (NRC). The NRCs have the challenging task of implementing TIMSS in their countries in accordance with the TIMSS guidelines and procedures. In addition, the NRCs contribute to the development of the TIMSS assessments and provide input throughout the course of the project. The quality of the TIMSS assessment and data depends on the work of the NRCs and their colleagues in carrying out the complex sampling, data collection, and scoring tasks. NRCs from countries participating in eTIMSS were responsible for carrying out additional tasks related to the transition of TIMSS to a digital assessment. Continuing the tradition of exemplary work established in previous cycles of TIMSS, the TIMSS 2019 NRCs performed their many tasks with dedication, competence, energy, and goodwill, and demonstrated a commitment to the project and high quality work.

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