



Identification Label

TRENDS IN INTERNATIONAL MATHEMATICS AND SCIENCE STUDY

# School Questionnaire

**<Grade 8>**

<TIMSS National Research Center Name>  
<Address>



# School Questionnaire

Your school has agreed to participate in TIMSS 2019 (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 almost 60 countries in order to help improve teaching and learning worldwide.

This questionnaire is addressed to school principals and department heads who are asked to supply information about their schools. Since your school has been selected as part of a nationwide sample, your responses are very important in helping to describe secondary education in <country>.

It is important that you answer each question carefully so that the information provided reflects the situation in your school as accurately as possible. Some of the questions will require that you look up school records, so you may wish to arrange for the assistance of another staff member to help provide this information.

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 study.

It is estimated that you will need approximately 30 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 2019

# School Enrollment and Characteristics

## 1

What is the total enrollment of students in your school as of <first day of month TIMSS testing begins, 2019>?

\_\_\_\_\_ students  
Write in the number.

## 2

What is the total enrollment of <eighth grade> students in your school as of <first day of month TIMSS testing begins, 2019>?

\_\_\_\_\_ students  
Write in the number.

## 3

Approximately what percentage of students in your school have the following backgrounds?

Check **one** circle for each line.

	0 to 10%	11 to 25%	26 to 50%	More than 50%
a) Come from economically disadvantaged homes -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Come from economically affluent homes -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 4

Approximately what percentage of students in your school have <language of test> as their native language?

Check **one** circle only.

- More than 90% ---
- 76 to 90% ---
- 51 to 75% ---
- 26 to 50% ---
- 25% or less ---

## 5

A. How many people live in the city, town, or area where your school is located?

Check **one** circle only.

- More than 500,000 people ---
- 100,001 to 500,000 people ---
- 50,001 to 100,000 people ---
- 30,001 to 50,000 people ---
- 15,001 to 30,000 people ---
- 3,001 to 15,000 people ---
- 3,000 people or fewer ---

B. Which best describes the immediate area in which your school is located?

Check **one** circle only.

- Urban—Densely populated ---
- Suburban—On fringe or outskirts of urban area ---
- Medium size city or large town ---
- Small town or village ---
- Remote rural ---

## 6

For the <eighth grade> students in your school:

A. How many days per year is your school open for instruction?

\_\_\_\_\_ days  
*Write in the number.*

B. What is the total instructional time, excluding breaks, in a typical day?

\_\_\_\_\_ minutes  
*Write in the number of minutes per day.  
Please convert the number of hours into minutes.*

C. In one calendar week, how many days is the school open for instruction?

*Check **one** circle only.*

- 6 days ---
- 5 1/2 days ---
- 5 days ---
- 4 1/2 days ---
- 4 days ---
- Other ---

**7** \_\_\_\_\_  
How many computers (including tablets) does your school have for use by <eighth grade> students?

\_\_\_\_\_ computers  
Write in the number.

**8** \_\_\_\_\_  
A. Does your school have a science laboratory that can be used by <eighth grade> students?

Check **one** circle only.

Yes ---   
No ---

B. Do teachers usually have assistance available when students are conducting science experiments?

Check **one** circle only.

Yes ---   
No ---

**9** \_\_\_\_\_  
Does your school use an online learning management system to support learning (e.g., teacher-student communication, management of grades, student access to course materials)?

Check **one** circle only.

Yes ---   
No ---

**10** \_\_\_\_\_  
A. Does your school have a school library?

Check **one** circle only.

Yes ---   
No ---

(If No, go to #11)

**If Yes,**

B. Approximately how many books (print) with different titles does your school library have (exclude magazines and periodicals)?

Check **one** circle only.

2,000 books or fewer ---   
More than 2,000 books ---

**11** \_\_\_\_\_  
Does your school have classroom libraries?

Check **one** circle only.

Yes ---   
No ---

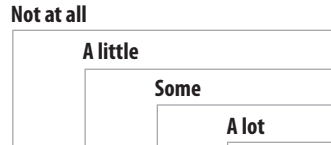
**12** \_\_\_\_\_  
Does your school provide students access to digital learning resources (e.g., books, videos)?

Check **one** circle only.

Yes ---   
No ---

**How much is your school's capacity to provide instruction affected by a shortage or inadequacy of the following?**

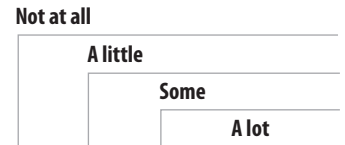
Check **one** circle for each line.



**A. General School Resources**

- a) Instructional materials (e.g., textbooks) ----- ○ — ○ — ○ — ○
- b) Supplies (e.g., papers, pencils, materials) ----- ○ — ○ — ○ — ○
- c) School buildings and grounds ----- ○ — ○ — ○ — ○
- d) Heating/cooling and lighting systems ----- ○ — ○ — ○ — ○
- e) Instructional space (e.g., classrooms) ----- ○ — ○ — ○ — ○
- f) Technologically competent staff ----- ○ — ○ — ○ — ○
- g) Audio-visual resources for delivery of instruction (e.g., interactive white boards, digital projectors) ----- ○ — ○ — ○ — ○
- h) Computer technology for teaching and learning (e.g., computers or tablets for student use) ----- ○ — ○ — ○ — ○
- i) Resources for students with disabilities ----- ○ — ○ — ○ — ○

Check **one** circle for each line.



**B. Resources for Mathematics Instruction**

- a) Teachers with a specialization in mathematics ----- ○ — ○ — ○ — ○
- b) Computer software/ applications for mathematics instruction ----- ○ — ○ — ○ — ○
- c) Library resources relevant to mathematics instruction --- ○ — ○ — ○ — ○
- d) Calculators for mathematics instruction ----- ○ — ○ — ○ — ○
- e) Concrete objects or materials to help students understand quantities or procedures ----- ○ — ○ — ○ — ○

**C. Resources for Science Instruction**

- a) Teachers with a specialization in science ----- ○ — ○ — ○ — ○
- b) Computer software/ applications for science instruction ----- ○ — ○ — ○ — ○
- c) Library resources relevant to science instruction ----- ○ — ○ — ○ — ○
- d) Calculators for science instruction ----- ○ — ○ — ○ — ○
- e) Science equipment and materials for experiments ----- ○ — ○ — ○ — ○

14

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' understanding of the school's curricular goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) 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"/>
c) Teachers' expectations for student achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Teachers' ability to inspire students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Parental involvement in school activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Parental commitment to ensure that students are ready to learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Parental expectations for student achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Parental support for student achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) Students' desire to do well in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) Students' ability to reach school's academic goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k) Students' respect for classmates who excel academically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15

How much do you agree with these statements about mathematics and science education within your school?

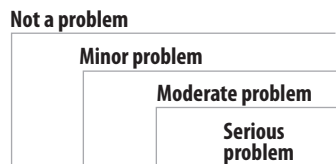
Check **one** circle for each line.

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
a) The school provides students with information about career options in mathematics and science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) The school has initiatives to promote student interest in mathematics and science (e.g., student clubs, competitions)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) The school promotes professional development for teachers of mathematics and science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) The school provides extra lessons to help students excel in mathematics and science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) The school provides special activities in mathematics and science for interested students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) The school has a specific goal to improve mathematics and science education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) The school encourages students to continue studying mathematics and science in the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Mathematics and science teachers in this school spend extra time working with students interested in mathematics and science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**16**

To what degree is each of the following a problem among <eighth grade> students in your school?

Check **one** circle for each line.

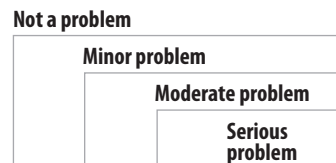


- a) Arriving late at school ----- ○ — ○ — ○ — ○
- b) Absenteeism (i.e., unjustified absences) ----- ○ — ○ — ○ — ○
- c) Classroom disturbance ----- ○ — ○ — ○ — ○
- d) Cheating ----- ○ — ○ — ○ — ○
- e) Profanity ----- ○ — ○ — ○ — ○
- f) Vandalism ----- ○ — ○ — ○ — ○
- g) Theft ----- ○ — ○ — ○ — ○
- h) Intimidation or verbal abuse among students (including texting, emailing, etc.) ----- ○ — ○ — ○ — ○
- i) Physical injury to other students ----- ○ — ○ — ○ — ○
- j) Intimidation or verbal abuse of teachers or staff (including texting, emailing, etc.) ----- ○ — ○ — ○ — ○
- k) Physical injury to teachers or staff ----- ○ — ○ — ○ — ○

**17**

To what degree is each of the following a problem among teachers in your school?

Check **one** circle for each line.



- a) Arriving late or leaving early -- ○ — ○ — ○ — ○
- b) Absenteeism ----- ○ — ○ — ○ — ○

**18**

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

\_\_\_\_\_ years  
Please **round** to the nearest whole number.

**19**

By the end of this school year, how many years will you have been a principal at this school?

\_\_\_\_\_ years  
Please **round** to the nearest whole number.

**20**

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

Check **one** circle only.

- Did not complete <Bachelor's or equivalent level—ISCED Level 6> --- ○
- <Bachelor's or equivalent level—ISCED Level 6> --- ○
- <Master's or equivalent level—ISCED Level 7> --- ○
- <Doctor or equivalent level—ISCED Level 8> --- ○

**21**

Do you hold the following qualifications or credentials in educational leadership?

Check **one** circle for each line.



- a) <Certificate or license> ----- ○ — ○
- b) <Master's or equivalent level—ISCED Level 7> ----- ○ — ○
- c) <Doctor or equivalent level—ISCED Level 8> ----- ○ — ○



# Thank You

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

---







BOSTON  
COLLEGE

[timss.bc.edu](http://timss.bc.edu)

**<Grade 8>**



© IEA, 2018

International Association  
for the Evaluation of  
Educational Achievement