



Identification Label

TRENDS IN INTERNATIONAL MATHEMATICS AND SCIENCE STUDY

Teacher Questionnaire Mathematics

<Grade 8>

<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 2015 (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 teachers of <eighth 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 secondary 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 35 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 2015

About You

1

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

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

2

Are you female or male?

Check **one** circle only.

- Female ---
Male ---

3

How old are you?

Check **one** circle only.

- Under 25 ---
25–29 ---
30–39 ---
40–49 ---
50–59 ---
60 or more ---

4

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

Check **one** circle only.

Did not complete <Upper secondary education—ISCED Level 3> ---

<Upper secondary education—ISCED Level 3> --- 

(If you have not completed <post-secondary or tertiary education>, go to #6)

<Post-secondary, non-tertiary education—ISCED Level 4> ---

<Short-cycle tertiary education—ISCED Level 5> ---

<Bachelor's or equivalent level—ISCED Level 6> ---

<Master's or equivalent level—ISCED Level 7> ---

<Doctor or equivalent level—ISCED Level 8> ---

5

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

Check **one** circle for each line.

- | | Yes | No |
|--------------------------------|-----------------------|-----------------------|
| a) Mathematics ----- | <input type="radio"/> | <input type="radio"/> |
| b) Biology ----- | <input type="radio"/> | <input type="radio"/> |
| c) Physics ----- | <input type="radio"/> | <input type="radio"/> |
| d) Chemistry ----- | <input type="radio"/> | <input type="radio"/> |
| e) <Earth Science> ----- | <input type="radio"/> | <input type="radio"/> |
| f) Education–Mathematics ----- | <input type="radio"/> | <input type="radio"/> |
| g) Education–Science ----- | <input type="radio"/> | <input type="radio"/> |
| h) Education–General ----- | <input type="radio"/> | <input type="radio"/> |
| i) Other ----- | <input type="radio"/> | <input type="radio"/> |

6

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"/>				
b) Teachers' degree of success in implementing the school's curriculum	<input type="radio"/>				
c) Teachers' expectations for student achievement	<input type="radio"/>				
d) Teachers working together to improve student achievement	<input type="radio"/>				
e) Teachers' ability to inspire students	<input type="radio"/>				
f) Parental involvement in school activities	<input type="radio"/>				
g) Parental commitment to ensure that students are ready to learn	<input type="radio"/>				
h) Parental expectations for student achievement	<input type="radio"/>				
i) Parental support for student achievement	<input type="radio"/>				
j) Parental pressure for the school to maintain high academic standards	<input type="radio"/>				

Check **one** circle for each line.

	Very high	High	Medium	Low	Very low
k) Students' desire to do well in school	<input type="radio"/>				
l) Students' ability to reach school's academic goals	<input type="radio"/>				
m) Students' respect for classmates who excel in school	<input type="radio"/>				
n) Clarity of the school's educational objectives	<input type="radio"/>				
o) Collaboration between school leadership and teachers to plan instruction	<input type="radio"/>				
p) Amount of instructional support provided to teachers by school leadership	<input type="radio"/>				
q) School leadership's support for teachers' professional development	<input type="radio"/>				

7

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"/>
b) I feel safe at this school -----	<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"/>
d) The students behave in an orderly manner -----	<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"/>
f) The students respect school property -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) This school has clear rules about student conduct -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) This school's rules are enforced in a fair and consistent manner -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8

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"/>
b) 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"/>
c) Teachers do not have adequate instructional materials and supplies -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) The school classrooms are not cleaned often enough ----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) The school classrooms need maintenance work -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Teachers do not have adequate technological resources -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Teachers do not have adequate support for using technology -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9

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

Check **one** circle for each line.

	Very often	Often	Sometimes	Never or almost never
a) Discuss how to teach a particular topic -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Collaborate in planning and preparing instructional materials -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Share what I have learned about my teaching experiences -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Visit another classroom to learn more about teaching -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Work together to try out new ideas -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Work as a group on implementing the curriculum -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Work with teachers from other grades to ensure continuity in learning -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10

How often do you feel the following way about being a teacher?

Check **one** circle for each line.

	Very often	Often	Sometimes	Never or almost never
a) I am content with my profession as a teacher -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) I am satisfied with being a teacher at this school -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) I find my work full of meaning and purpose -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) I am enthusiastic about my job -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) My work inspires me -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) I am proud of the work I do -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) I am going to continue teaching for as long as I can -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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) There are too many students in the classes -----	<input type="radio"/>	—	<input type="radio"/>	—	<input type="radio"/>	—	<input type="radio"/>
b) I have too much material to cover in class -----	<input type="radio"/>	—	<input type="radio"/>	—	<input type="radio"/>	—	<input type="radio"/>
c) I have too many teaching hours -----	<input type="radio"/>	—	<input type="radio"/>	—	<input type="radio"/>	—	<input type="radio"/>
d) I need more time to prepare for class -----	<input type="radio"/>	—	<input type="radio"/>	—	<input type="radio"/>	—	<input type="radio"/>
e) I need more time to assist individual students -----	<input type="radio"/>	—	<input type="radio"/>	—	<input type="radio"/>	—	<input type="radio"/>
f) I feel too much pressure from parents -----	<input type="radio"/>	—	<input type="radio"/>	—	<input type="radio"/>	—	<input type="radio"/>
g) I have difficulty keeping up with all of the changes to the curriculum -----	<input type="radio"/>	—	<input type="radio"/>	—	<input type="radio"/>	—	<input type="radio"/>
h) I have too many administrative tasks -----	<input type="radio"/>	—	<input type="radio"/>	—	<input type="radio"/>	—	<input type="radio"/>

12

How many students are in this class?

_____ students
Write in the number.

13

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

_____ students in this class
Write in the number.

14

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) Relate the lesson to students' daily lives ----- — — —
- b) Ask students to explain their answers ----- — — —
- c) Ask students to complete challenging exercises that require them to go beyond the instruction ----- — — —
- d) Encourage classroom discussions among students ----- — — —
- e) Link new content to students' prior knowledge ----- — — —
- f) Ask students to decide their own problem solving procedures ----- — — —
- g) Encourage students to express their ideas in class ----- — — —

15

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

Check **one** circle for each line.

Not at all
Some
A lot

- a) Students lacking prerequisite knowledge or skills ----- — —
- b) Students suffering from lack of basic nutrition ----- — —
- c) Students suffering from not enough sleep ----- — —
- d) Disruptive students ----- — —
- e) Uninterested students ----- — —
- f) Students with physical disabilities ----- — —
- g) Students with mental, emotional, or psychological disabilities ----- — —

16

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

_____ minutes per week
 Write in the number of minutes per week.
 Please convert the number of hours into minutes.

17

In teaching mathematics to this class, how would you characterize your confidence in doing the following?

Check **one** circle for each line.

- Very high
 High
 Medium
 Low
- a) Inspiring students to learn mathematics ----- — — —
 - b) Showing students a variety of problem solving strategies ----- — — —
 - c) Providing challenging tasks for the highest achieving students ----- — — —
 - d) Adapting my teaching to engage students' interest ----- — — —
 - e) Helping students appreciate the value of learning mathematics ----- — — —
 - f) Assessing student comprehension of mathematics ----- — — —
 - g) Improving the understanding of struggling students ----- — — —
 - h) Making mathematics relevant to students ----- — — —
 - i) Developing students' higher-order thinking skills ----- — — —

18

In teaching mathematics to this class, how often do you 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 new mathematics content ----- — — —
 - b) Listen to me explain how to solve problems ----- — — —
 - c) Memorize rules, procedures, and facts ----- — — —
 - d) Work problems (individually or with peers) with my guidance ----- — — —
 - e) Work problems together in the whole class with direct guidance from me ----- — — —
 - f) Work problems (individually or with peers) while I am occupied by other tasks ----- — — —
 - g) Work on problems for which there is no immediately obvious method of solution ----- — — —
 - h) Take a written test or quiz ----- — — —
 - i) Work in mixed ability groups ----- — — —
 - j) Work in same ability groups ----- — — —

19

A. 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 --- 

(If No, go to #20)

If Yes,

B. How often do students in this class use calculators in their mathematics lessons for the following activities?

Check **one** circle for each line.

- | | | | | |
|----------------------------------|-----------------------|-------------------------------------|-----------------------|-----------------------|
| | | Every or almost every lesson | | |
| | | About half the lessons | | |
| | | Some lessons | | |
| | | Never | | |
| a) Check answers ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Do routine computations ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Solve complex problems ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) Explore number concepts ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

20

A. Do the students in this class have computers (including tablets) available to use during their mathematics lessons?

Check **one** circle only.

Yes ---

No --- 

(If No, go to #21)

If Yes,

B. What access do the students have to computers?

Check **one** circle for each line.

- | | | | | |
|--|-----------------------|------------|--|-----------------------|
| | | Yes | | No |
| a) Each student has a computer ----- | <input type="radio"/> | | | <input type="radio"/> |
| b) The class has computers that students can share ----- | <input type="radio"/> | | | <input type="radio"/> |
| c) The school has computers that the class can use sometimes ----- | <input type="radio"/> | | | <input type="radio"/> |

C. How often do you have the students do the following activities on computers 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"/> |
| d) Process and analyze data ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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 <eighth 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.

Mostly taught before this year
 Mostly taught this year
 Not yet taught or just introduced

A. Number

- a) Computing with whole numbers ----- — —
- b) Comparing and ordering rational numbers ----- — —
- c) Computing with rational numbers (fractions, decimals, and integers) ----- — —
- d) Concepts of irrational numbers ----- — —
- e) Problem solving involving percents or proportions ----- — —

B. Algebra

- a) Simplifying and evaluating algebraic expressions ----- — —
- b) Simple linear equations and inequalities ----- — —
- c) Simultaneous (two variables) equations ----- — —
- d) Numeric, algebraic, and geometric patterns or sequences (extension, missing terms, generalization of patterns) ----- — —
- e) Representation of functions as ordered pairs, tables, graphs, words, or equations ----- — —
- f) Properties of functions (slopes, intercepts, etc.) ----- — —

C. Geometry

- a) Geometric properties of angles and geometric shapes (triangles, quadrilaterals, and other common polygons) ----- — —
- b) Congruent figures and similar triangles ----- — —
- c) Relationship between three-dimensional shapes and their two-dimensional representations ----- — —
- d) Using appropriate measurement formulas for perimeters, circumferences, areas, surface areas, and volumes ----- — —
- e) Points on the Cartesian plane ----- — —
- f) Translation, reflection, and rotation ----- — —

D. Data and Chance

- a) Characteristics of data sets (mean, median, mode, and shape of distributions) ----- — —
- b) Interpreting data sets (e.g., draw conclusions, make predictions, and estimate values between and beyond given data points) ----- — —
- c) Judging, predicting, and determining the chances of possible outcomes ----- — —

22

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 #23)**
- 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 ---
- 61–90 minutes ---
- More than 90 minutes ---

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

Check **one** circle for each line.

- | | Always or almost always | Sometimes | Never or almost never |
|---|-------------------------|-----------------------|-----------------------|
| a) Correct assignments and give feedback to students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Have students correct their own homework | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Discuss the homework in class | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) Monitor whether or not the homework was completed | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) Use the homework to contribute towards students' grades or marks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

23

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

Check **one** circle for each line.

- | | Major emphasis | Some emphasis | Little or no emphasis |
|--|-----------------------|-----------------------|-----------------------|
| a) Assessment of students' ongoing work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Classroom tests (for example, teacher-made or textbook tests) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) National or regional achievement tests | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

24

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

Check **one** circle for each line.

- | | Yes | No |
|---|-----------------------|-----------------------|
| a) Mathematics content ----- | <input type="radio"/> | <input type="radio"/> |
| b) Mathematics pedagogy/instruction ----- | <input type="radio"/> | <input type="radio"/> |
| c) Mathematics curriculum ----- | <input type="radio"/> | <input type="radio"/> |
| d) Integrating information
technology into mathematics ----- | <input type="radio"/> | <input type="radio"/> |
| e) Improving students' critical thinking or
problem solving skills ----- | <input type="radio"/> | <input type="radio"/> |
| f) Mathematics assessment ----- | <input type="radio"/> | <input type="radio"/> |
| g) Addressing individual students' needs ----- | <input type="radio"/> | <input type="radio"/> |

25

In the past two years, how many hours in total have you spent in formal <in-service/professional development> (e.g., workshops, seminars, etc.) for mathematics?

Check **one** circle only.

- None ---
- Less than 6 hours ---
- 6–15 hours ---
- 16–35 hours ---
- More than 35 hours ---

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

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

Check **one** circle for each line.

	Not applicable	Very well prepared	Somewhat prepared	Not well prepared
A. Number				
a) Computing with whole numbers -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Comparing and ordering rational numbers -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Computing with rational numbers (fractions, decimals, and integers) -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Concepts of irrational numbers -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Problem solving involving percents or proportions -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Algebra				
a) Simplifying and evaluating algebraic expressions -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Simple linear equations and inequalities -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Simultaneous (two variables) equations -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Numeric, algebraic, and geometric patterns or sequences (extension, missing terms, generalization of patterns) -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Representation of functions as ordered pairs, tables, graphs, words, or equations -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Properties of functions (slopes, intercepts, etc.) -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Geometry				
a) Geometric properties of angles and geometric shapes (triangles, quadrilaterals, and other common polygons) -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Congruent figures and similar triangles -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Relationship between three-dimensional shapes and their two-dimensional representations -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Using appropriate measurement formulas for perimeters, circumferences, areas, surface areas, and volumes -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Points on the Cartesian plane -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Translation, reflection, and rotation -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Data and Chance				
a) Characteristics of data sets (mean, median, mode, and shape of distributions) -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Interpreting data sets (e.g., draw conclusions, make predictions, and estimate values between and beyond given data points) -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Judging, predicting, and determining the chances of possible outcomes -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank You

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



BOSTON
COLLEGE

TIMSS
2015

TRENDS IN INTERNATIONAL MATHEMATICS AND SCIENCE STUDY

Teacher Questionnaire Mathematics

<Grade 8>



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