

Identification Label



TRENDS IN INTERNATIONAL
MATHEMATICS AND SCIENCE STUDY

Early Learning Survey

<Grade 4>

<TIMSS National Research Center Name>

<Address>



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

Early Learning Survey

Your child's class has been selected to participate in the Trends in Mathematics and Science Study (TIMSS). TIMSS is a research study about how children learn to do mathematics and science. The study is sponsored by the International Association for the Evaluation of Educational Achievement (IEA) and is being conducted in almost 60 countries around the world.

This survey asks about your child's early learning experiences. We are interested in what you and your child do together and what you think about different things related to your child's school. There are no right or wrong answers to these questions.

The information being collected will be extremely useful for helping understand how young children learn and for helping to improve the teaching and learning for all children. We ask that you respond to all of the questions you feel comfortable answering. We would like to reassure you, however, that your responses to this survey are confidential.

This survey should be completed by the child's parent or current <primary caregiver>, or jointly by both parents or <primary caregivers>.

1

This survey was completed by:

Check **one** circle for each line.

	Yes	No
Mother, stepmother, or female guardian -----	<input type="radio"/>	<input type="radio"/>
Father, stepfather, or male guardian -----	<input type="radio"/>	<input type="radio"/>
Other -----	<input type="radio"/>	<input type="radio"/>



Please turn the page

Before Your Child Began Primary/Elementary School

2

Before your child began primary/elementary school, how often did you or someone else in your home do the following activities with him or her?

Check **one** circle for each line.

	Often	Sometimes	Never or almost never
a) Read books -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Tell stories -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Sing songs -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Play with alphabet toys (e.g., blocks with letters of the alphabet) -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Talk about things you had done -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Talk about what you had read -	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Play word games -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Write letters or words -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) Read aloud signs and labels ---	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) Say counting rhymes or sing counting songs -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k) Play with number toys (e.g., blocks with numbers) ---	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l) Count different things -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m) Play games involving shapes (e.g., shape sorting toys, puzzles) -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n) Play with building blocks or construction toys -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o) Play board or card games -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p) Write numbers -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3

A. Was your child born in <country of test>?

Check **one** circle only.

Yes--- 

No--- (If Yes, go to #4)

If No,

B. How old was your child when he/she came to <country of test>?

Check **one** circle only.

Younger than 3 years old---

3 to 5 years old---

6 to 7 years old---

8 years old or older---

4

What language did your child speak before he/she began school?

If your child spoke more than one language check "Yes" for more than one language.

Check **one** circle for each line.

- | | Yes | No |
|-----------------------------|-----------------------|-----------------------|
| a) <language of test> ----- | <input type="radio"/> | <input type="radio"/> |
| b) <country-specific> ----- | <input type="radio"/> | <input type="radio"/> |
| c) <country-specific> ----- | <input type="radio"/> | <input type="radio"/> |
| d) <country-specific> ----- | <input type="radio"/> | <input type="radio"/> |
| e) <country-specific> ----- | <input type="radio"/> | <input type="radio"/> |
| f) Other ----- | <input type="radio"/> | <input type="radio"/> |

5

A. Did your child attend the following before <first grade>?

Check **one** circle for each line.

- | | Yes | No |
|---|-----------------------|-----------------------|
| a) <Early childhood educational development—ISCED Level 0> program for children under 3 ----- | <input type="radio"/> | <input type="radio"/> |
| b) <Pre-primary education—ISCED Level 0> program including <Kindergarten> for children age 3 or older ----- | <input type="radio"/> | <input type="radio"/> |

B. Approximately, how long was your child in these programs altogether?

Check **one** circle only.

- Did not attend ---
- Less than 1 year ---
- 1 year ---
- 2 years ---
- 3 years ---
- 4 years or more ---

6

How old was your child when he/she began the <first grade> of primary/elementary school?

Check **one** circle only.

- 5 years old or younger ---
- 6 years old ---
- 7 years old ---
- 8 years old or older ---

7

How well could your child do the following when he/she began the <first grade> of primary/elementary school?

Check **one** circle for each line.

- | | Very well | Moderately well | Not very well | Not at all |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| a) Recognize most of the letters of the alphabet ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Read some words ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Read sentences ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) Read a story ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) Write letters of the alphabet ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) Write some words ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

8

Could your child do the following when he/she began the <first grade> of primary/elementary school?

Check **one** circle for each line.

		Not at all					
			Up to 10				
				Up to 20			
					Up to 100 or higher		
a) Count by himself/herself -----	<input type="radio"/>	-----	<input type="radio"/>	-----	<input type="radio"/>	-----	<input type="radio"/>
b) Recognize written numbers -----	<input type="radio"/>	-----	<input type="radio"/>	-----	<input type="radio"/>	-----	<input type="radio"/>
c) Write numbers -----	<input type="radio"/>	-----	<input type="radio"/>	-----	<input type="radio"/>	-----	<input type="radio"/>


		Yes		No
d) Do simple addition -----	<input type="radio"/>	-----	<input type="radio"/>	
e) Do simple subtraction -----	<input type="radio"/>	-----	<input type="radio"/>	
f) Count money -----	<input type="radio"/>	-----	<input type="radio"/>	
g) Measure lengths or heights ---	<input type="radio"/>	-----	<input type="radio"/>	

Studying Outside of School

9

A. Approximately, how often does your child do homework?

Check **one** circle only.

- My child does not have homework to do ---  **(If your child does not have homework, go to #10)**
- Every day ---
- 3 or 4 times a week ---
- 1 or 2 times a week ---
- Less than once a week ---

B. How often do you or someone else in your home do the following things?

Check **one** circle for each line.

- Every day
- 3 or 4 times a week
- 1 or 2 times a week
- Less than once a week
- Never or almost never
- a) Ask if your child has done his/her homework ----- — — — —
- b) Help your child with homework ----- — — — —
- c) Review your child's homework to make sure it is correct ----- — — — —

10

A. During the last 12 months, has your child attended extra lessons or tutoring not provided by the school in the following subjects?

Check **one** circle for each line.

Yes, to excel in class
Yes, to keep up in class
No

a) Mathematics ----- — —

b) Science ----- — —

B. For how many of the last 12 months has your child attended extra lessons or tutoring?

Check **one** circle for each line.

Did not attend
Less than 4 months
4-8 months
More than 8 months

a) Mathematics ----- — — —

b) Science ----- — — —

11

What do you think of your child's school?

Check **one** circle for each line.

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
a) My child's school does a good job including me in my child's education -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) My child's school provides a safe environment -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) My child's school cares about my child's progress in school -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) My child's school does a good job informing me of his/her progress -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) My child's school promotes high academic standards -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) My child's school does a good job in helping him/her become better in <u>reading</u> -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) My child's school does a good job in helping him/her become better in <u>mathematics</u> -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) My child's school does a good job in helping him/her become better in <u>science</u> -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12

In a typical week, how much time do you usually spend reading for yourself at home, including books, magazines, newspapers, and materials for work (in print or digital media)?

*Check **one** circle only.*

Less than one hour a week ---

1–5 hours a week ---

6–10 hours a week ---

More than 10 hours a week ---

13

About how many books are there in your home? (Do not count ebooks, magazines, newspapers, or children's books.)

*Check **one** circle only.*

0–10 ---

11–25 ---

26–100 ---

101–200 ---

More than 200 ---

14

About how many children's books are there in your home? (Do not count children's ebooks, magazines, or school books.)

*Check **one** circle only.*

0–10 ---

11–25 ---

26–50 ---

51–100 ---

More than 100 ---

15

How many digital information devices are there in your home? Count computers, tablets, smartphones, smart TVs, and e-readers. (Do not count other devices.)

Check **one** circle only.

- None ---
- 1-3 devices ---
- 4-6 devices ---
- 7-10 devices ---
- More than 10 devices ---

16

How much do you agree with these statements about mathematics and science?

Check **one** circle for each line.

- Agree a lot
Agree a little
Disagree a little
Disagree a lot
- a) Most occupations need skills in math, science, or technology ----- — — —
- b) Science and technology can help solve the world's problems ----- — — —
- c) Science explains how things in the world work ----- — — —
- d) My child needs mathematics to get ahead in the world ----- — — —
- e) Learning science is for everyone ----- — — —
- f) Technology makes life easier -- — — —
- g) Mathematics is applicable to real life ----- — — —
- h) Engineering is necessary to design things that are safe and useful ----- — — —

17

A. Was the child's father (or stepfather or male guardian) born in <country>?

Check **one** circle only.

Yes---

No---

B. Was the child's mother (or stepmother or female guardian) born in <country>?

Check **one** circle only.

Yes---

No---

18

When talking at home with your child, what language does the child's father (or stepfather or male guardian) use? What language does the child's mother (or stepmother or female guardian) use?

Check **all** that apply.

	<u>Child's father</u>	<u>Child's mother</u>
a) <language of test> -----	<input type="radio"/>	<input type="radio"/>
b) <country-specific> -----	<input type="radio"/>	<input type="radio"/>
c) <country-specific> -----	<input type="radio"/>	<input type="radio"/>
d) <country-specific> -----	<input type="radio"/>	<input type="radio"/>
e) <country-specific> -----	<input type="radio"/>	<input type="radio"/>
f) Other -----	<input type="radio"/>	<input type="radio"/>
g) Not applicable -----	<input type="radio"/>	<input type="radio"/>

19

How often does your child speak <language of test> at home?

Check **one** circle only.

Always---

Almost always---

Sometimes---

Never---

20

What is the highest level of education completed by the child's father (or stepfather or male guardian) and mother (or stepmother or female guardian)?

Check **one** circle in each column.

	Child's father	Child's mother
a) Did not go to school -----	<input type="radio"/>	<input type="radio"/>
b) Some <Primary education— ISCED Level 1 or Lower secondary education—ISCED Level 2> -----	<input type="radio"/>	<input type="radio"/>
c) <Lower secondary education— ISCED Level 2> -----	<input type="radio"/>	<input type="radio"/>
d) <Upper secondary education— ISCED Level 3> -----	<input type="radio"/>	<input type="radio"/>
e) <Post-secondary, non-tertiary education—ISCED Level 4> -----	<input type="radio"/>	<input type="radio"/>
f) <Short-cycle tertiary education—ISCED Level 5> -----	<input type="radio"/>	<input type="radio"/>
g) <Bachelor's or equivalent level—ISCED Level 6> -----	<input type="radio"/>	<input type="radio"/>
h) <Postgraduate degree: Master's—ISCED Level 7 or Doctor—ISCED Level 8> -----	<input type="radio"/>	<input type="radio"/>
i) Not applicable -----	<input type="radio"/>	<input type="radio"/>

21

How far in his/her education do you expect your child to go?

Check **one** circle only.

Finish <Lower secondary
education—ISCED Level 2> ---

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

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

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

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

Finish <Postgraduate degree:
Master's—ISCED Level 7
or Doctor—ISCED Level 8> ---

22

Which best describes the employment situation of the child's father (or stepfather or male guardian) and mother (or stepmother or female guardian)?

*Check **one** circle in each column.*

	<u>Child's father</u>	<u>Child's mother</u>
a) Working at least full-time for pay (this could be one or more full-time jobs or several part-time jobs that add up to full-time work) -----	<input type="radio"/>	<input type="radio"/>
b) Working only part-time for pay -----	<input type="radio"/>	<input type="radio"/>
c) Not working for pay -----	<input type="radio"/>	<input type="radio"/>
d) Other -----	<input type="radio"/>	<input type="radio"/>
e) Not applicable -----	<input type="radio"/>	<input type="radio"/>

23

What kind of work do the child's father (or stepfather or male guardian) and mother (or stepmother or female guardian) do for their main jobs?


For each, check the circle for the job category that best describes what he/she does (opposite page). Each category has a few examples to help you decide the correct category. If the father or mother is not working now, think about the last job he/she had.

Check **one** circle in each column.

	Child's father	Child's mother
a) Has never worked for pay -----	<input type="radio"/>	<input type="radio"/>
b) Small Business Owner ----- Includes owners of small businesses (fewer than 25 employees) such as retail shops, services, restaurants	<input type="radio"/>	<input type="radio"/>
c) Clerk ----- Includes office clerks; secretaries; typists; data entry operators; customer service clerks	<input type="radio"/>	<input type="radio"/>
d) Service or Sales Worker ----- Includes travel attendants; restaurant service workers; personal care workers; protective service workers; junior military and police; salespersons; street vendors	<input type="radio"/>	<input type="radio"/>
e) Skilled Agricultural or Fishery Worker ----- Includes farmers; forestry workers; fishery workers; hunters and trappers	<input type="radio"/>	<input type="radio"/>
f) Craft or Trade Worker ----- Includes builders, carpenters, plumbers, electricians, metal workers; machine mechanics; handicraft workers	<input type="radio"/>	<input type="radio"/>
g) Plant or Machine Operator ----- Includes plant and machine operators; assembly-line operators; motor-vehicle drivers	<input type="radio"/>	<input type="radio"/>
h) General Laborers ----- Includes domestic helpers and cleaners; building caretakers; messengers, porters, and doorkeepers; farm, fishery, agricultural, and construction workers	<input type="radio"/>	<input type="radio"/>
i) Corporate Manager or Senior Official ----- Includes corporate managers such as managers of large companies (25 or more employees) or managers of departments within large companies; legislators or senior government officials; senior officials of special-interest organizations; military officers	<input type="radio"/>	<input type="radio"/>
j) Professional ----- Includes scientists; mathematicians; computer scientists; architects; engineers; life science and health professionals; teachers; legal professionals; social scientists; writers and artists; religious professionals	<input type="radio"/>	<input type="radio"/>
k) Technician or Associate Professional ----- Includes science, engineering, and computer associates and technicians; life science and health technicians and assistants; teacher aides; finance and sales associate professionals; business service agents; administrative assistants	<input type="radio"/>	<input type="radio"/>
l) Not applicable -----	<input type="radio"/>	<input type="radio"/>

Thank You

**Thank you for taking the time
to fill out this survey.**





BOSTON
COLLEGE

TIMSS

2015

TRENDS IN INTERNATIONAL
MATHEMATICS AND SCIENCE STUDY

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