

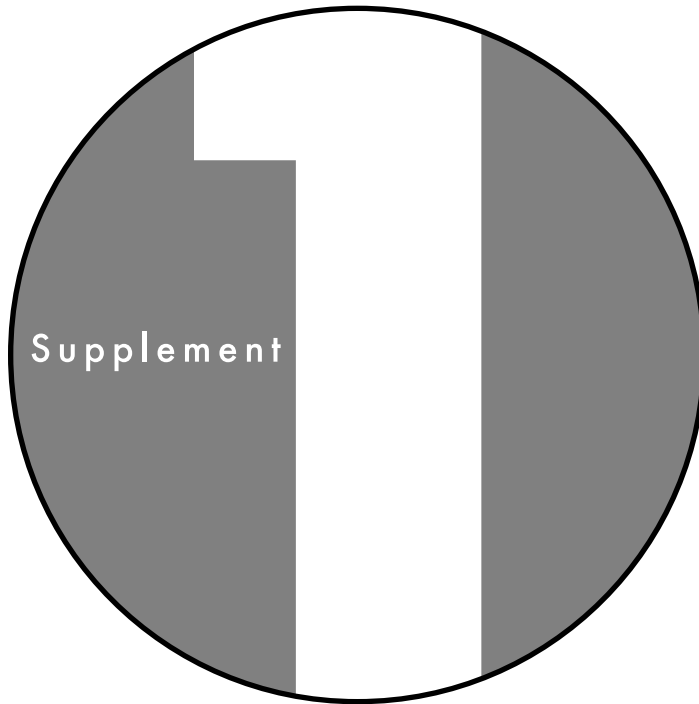
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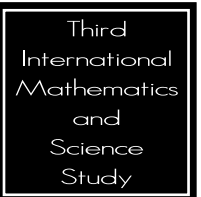
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# International Versions of the Background Questionnaires Population 3

User Guide for the TIMSS  
International Database

Final Year of Secondary School – 1995 Assessment



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# Supplement 1

## International Versions of the Background Questionnaires – Population 3

### Overview

This supplement contains the international versions of the Population 3 background questionnaires and the calculator use survey students completed at the end of the test booklet:

- Section 1: Student Background Questionnaire (SQ3)
- Section 2: School Background Questionnaire (SCQ3)
- Section 3: Calculator Use Survey

Tables S1.1 and S1.2 list all of the international background variables corresponding to each of the student and school background questionnaire items. Table S1.1 also lists the variables from the calculator survey.

The international versions of the questionnaires were designed to provide an opportunity for individual countries to make modifications to some questions or response options in order to include the appropriate wording or options most consistent with their own national systems. In the international versions of the questionnaires, such questions contain instructions to NRCs to substitute the appropriate wording for their country and/or to modify or delete any inappropriate questions or options. These instructions were indicated in two ways in the questionnaires:

- 1) NRC NOTE:
- 2) <International Option> (indicating that the NRC was to substitute, if necessary, an appropriate national option that would retain the same basic interpretation as the international version)

Documentation of any national adaptations of the student and school background questionnaire items is included in Supplement 2 to provide the user with information required to evaluate the availability of internationally-comparable data for use in secondary analyses involving the TIMSS contextual variables.

**Table S1.1**  
**Index of International Background Variables for the Population 3 Student**  
**Questionnaire Items**

Questionnaire Location	Variable Name	Description
SQ3-1/1	CSBGBIRD	On what date were you born (day)?
SQ3-1/2	CSBGBIRM	On what date were you born (month)?
SQ3-1/3	CSBGBIRY	On what date were you born (year)?
SQ3-2	CSBGSEX	Are you a female or a male?
SQ3-3A	CSBGBRN1	Were you born in <country>?
SQ3-3B	CSBGBRN2	If you were not born in <country>, how old were you when you came to <country>?
SQ3-4A	CSBGBRNM	Was your mother born in <country>?
SQ3-4B	CSBGBRNF	Was your father born in <country>?
SQ3-5	CSBGLANG	How often do you speak <language of test> at home?
SQ3-6A	CSBGADU1	Does your mother live at home with you?
SQ3-6B	CSBGADU2	Does your father live at home with you?
SQ3-6C	CSBGADU3	Do any brothers live at home with you?
SQ3-6D	CSBGADU4	Do any sisters live at home with you?
SQ3-6E	CSBGADU5	Do you have a stepmother who lives with you?
SQ3-6F	CSBGADU6	Do you have a stepfather who lives with you?
SQ3-6G	CSBGADU7	Do any grandparents live at home with you?
SQ3-6H	CSBGADU8	Do any other relatives live at home with you?
SQ3-6I	CSBGADU9	Do any non-relatives live at home with you?
SQ3-7	CSBGHOME	Altogether, how many people live in your home?
SQ3-8	CSBGBOOK	About how many books are there in your home?
SQ3-9A	CSBGPS01	Do you have a calculator at your home?
SQ3-9B	CSBGPS02	Do you have a computer at your home?
SQ3-9C	CSBGPS03	Do you have a study desk at home for your own use?
SQ3-9D	CSBGPS04	Do you have a dictionary at your home?
SQ3-9E	CSBGPS05	Do you have a <country specific> at your home?
SQ3-9F	CSBGPS06	Do you have a <country specific> at your home?
SQ3-9G	CSBGPS07	Do you have a <country specific> at your home?
SQ3-9H	CSBGPS08	Do you have a <country specific> at your home?
SQ3-9I	CSBGPS09	Do you have a <country specific> at your home?
SQ3-9J	CSBGPS10	Do you have a <country specific> at your home?
SQ3-9K	CSBGPS11	Do you have a <country specific> at your home?
SQ3-9L	CSBGPS12	Do you have a <country specific> at your home?
SQ3-9M	CSBGPS13	Do you have a <country specific> at your home?
SQ3-9N	CSBGPS14	Do you have a <country specific> at your home?
SQ3-9O	CSBGPS15	Do you have a <country specific> at your home?
SQ3-9P	CSBGPS16	Do you have a <country specific> at your home?
SQ3-10	CSBGLIVE	Where do you live while attending school?
SQ3-11/1	CSBGEDUM	How far did your mother go in school?
SQ3-11/2	CSBGEDUF	How far did your father go in school?
SQ3-12/1	CSBGAFTF	What does your father think you ought to do immediately after you finish secondary school?
SQ3-12/2	CSBGAFTM	What do your mother think you ought to do immediately after you finish secondary school?
SQ3-12/3	CSBGAFTT	What do your teachers think you ought to do immediately after you finish secondary school?

**Table S1.1 (Continued 1)**  
**Index of International Background Variables for the Population 3 Student**  
**Questionnaire Items**

Questionnaire Location	Variable Name	Description
SQ3-12/4	CSBGAFTR	What do your friends think you ought to do immediately after you finish secondary school?
SQ3-13A1	CSBSFIP1	Does your father think it is important for you to do well in science at school?
SQ3-13A2	CSBSMIP1	Does your mother think it is important for you to do well in science at school?
SQ3-13A3	CSBSRIP1	Do your friends think it is important for you to do well in science at school?
SQ3-13A4	CSBS SIP1	Do you think it is important to do well in science at school?
SQ3-13B1	CSBMFIP2	Does your father think it is important for you to do well in mathematics at school?
SQ3-13B2	CSBMMIP2	Does your mother think it is important for you to do well in mathematics at school?
SQ3-13B3	CSBMRIP2	Do your friends think it is important for you to do well in mathematics at school?
SQ3-13B4	CSBMSIP2	Do you think it is important to do well in mathematics at school?
SQ3-13C1	CSBGFIP3	Does your father think it is important for you to do well in <language of test> at school?
SQ3-13C2	CSBGMIP3	Does your mother think it is important for you to do well in <language of test> at school?
SQ3-13C3	CSBGRIP3	Do your friends think it is important for you to do well in <language of test> at school?
SQ3-13C4	CSBGSIP3	Do you think it is important to do well in <language of test> at school?
SQ3-13D1	CSBGFIP4	Does your father think it is important for you to be good at sports?
SQ3-13D2	CSBGMIP4	Does your mother think it is important for you to be good at sports?
SQ3-13D3	CSBGRIP4	Do your friends think it is important for you to be good at sports?
SQ3-13D4	CSBGSIP4	Do you think it is important to be good at sports?
SQ3-14A	CSBGFEDU	After secondary school, do you intend to continue your education?
SQ3-14A1	CSBGFED1	Do you intend to take vocational or technical courses at a trade or business school?
SQ3-14A2	CSBGFED2	Do you intend to take academic courses at a junior or community college?
SQ3-14A3	CSBGFED3	Do you intend to take vocational or technical subjects at a junior or community college?
SQ3-14A4	CSBGFED4	Do you intend to attend a four-year college or university?
SQ3-14A5	CSBGFED5	Do you intend to continue your education in some other way?
SQ3-14B	CSBGAREA	Which of the following comes closest to the area which you intend to study most?
SQ3-15A	CSBMEXTR	During the week, how much time before or after school do you usually spend taking extra lessons in mathematics?
SQ3-15B	CSBSEXTR	During the week, how much time before or after school do you usually spend taking extra lessons in science?
SQ3-15C	CSBGCLUB	During the week, how much time before or after school do you usually spend participating in science or mathematics clubs?
SQ3-15D	CSBGPAID	During the week, how much time before or after school do you usually spend working at a paid job?
SQ3-16A	CSBGDAY1	On a normal school day, how much time do you spend before or after school watching television and videos?
SQ3-16B	CSBGDAY2	On a normal school day, how much time do you spend before or after school playing computer games?
SQ3-16C	CSBGDAY3	On a normal school day, how much time do you spend before or after school spending time with friends outside of school?
SQ3-16D	CSBGDAY4	On a normal school day, how much time do you spend before or after school doing jobs at home?
SQ3-16E	CSBGDAY5	On a normal school day, how much time do you spend before or after school working at a paid job?
SQ3-16F	CSBGDAY6	On a normal school day, how much time do you spend before or after school playing sports?
SQ3-16G	CSBGDAY7	On a normal school day, how much time do you spend before or after school reading a book for enjoyment?
SQ3-16H	CSBMDAY8	On a normal school day, how much time do you spend before or after school studying mathematics or doing mathematics homework?
SQ3-16I	CSBSDAY9	On a normal school day, how much time do you spend before or after school studying science or doing science homework?
SQ3-16J	CSBGDAY0	On a normal school day, how much time do you spend before or after school studying or doing homework in other subjects
SQ3-17A	CSBGSSKP	How often did you skip a class last month in school?
SQ3-17B	CSBGSSTL	How often was something of yours stolen last month in school?

**Table S1.1 (Continued 2)**  
**Index of International Background Variables for the Population 3 Student Questionnaire Items**

Questionnaire Location	Variable Name	Description
SQ3-17C	CSBGSHRT	How often were you threatened by another student last month in school?
SQ3-17D	CSBGFSKP	How often did some of your friends skip a class last month in school?
SQ3-17E	CSBGFSTL	How often did some of your friends have something stolen last month in school?
SQ3-17F	CSBGFHRT	How often were some of your friends threatened by another student last month in school?
SQ3-18A	CSBMENJY	I enjoy learning mathematics.
SQ3-18B	CSBMBORE	Mathematics is boring.
SQ3-18C	CSBMEASY	Mathematics is an easy subject.
SQ3-18D	CSBMLIFE	Mathematics is important to everyone's life.
SQ3-18E	CSBMWORK	I would like a job that involved using mathematics.
SQ3-19A	CSBMLIKE	How much do you like mathematics?
SQ3-19B	CSBBLIKE	How much do you like biological science?
SQ3-19C	CSBCLIKE	How much do you like chemistry?
SQ3-19D	CSBELIKE	How much do you like earth science?
SQ3-19E	CSBPLIKE	How much do you like physics?
SQ3-20A	CSBMDOW1	To do well in mathematics, you need lots of natural ability.
SQ3-20B	CSBMDOW2	To do well in mathematics, you need good luck.
SQ3-20C	CSBMDOW3	To do well in mathematics, you need lots of hard work studying at home.
SQ3-20D	CSBMDOW4	To do well in mathematics, you need to memorize the textbook or notes.
SQ3-21A	CSBSDOW1	To do well in science you need lots of natural ability.
SQ3-21B	CSBSDOW2	To do well in science you need good luck.
SQ3-21C	CSBSDOW3	To do well in science you need lots of hard work studying at home.
SQ3-21D	CSBSDOW4	To do well in science you need to memorize the textbook or notes.
SQ3-22A	CSBMGOOD	I have usually done well in mathematics.
SQ3-22B	CSBSGOOD	I have usually done well in the sciences.
SQ3-23A	CSBGUSE1	How often do you use a calculator at school, home, or any other place?
SQ3-23B	CSBGUSE2	How often do you use a desktop computer at school, home, or any other place?
SQ3-23C	CSBGUSE3	How often do you use a computer terminal at school, home, or any other place?
SQ3-23D	CSBGUSE4	How often do you use video tapes or a video disc machine at school, home, or any other place?
SQ3-23E	CSBGUSE5	How often do you use electronic mail at school, home, or any other place?
SQ3-24	CSBGPGRM	Which of the following best describes the track you are in at school?
SQ3-25	CSBMCOUR	What is the most advanced course that you have taken in mathematics?
SQ3-26	CSBPCOUR	What is the most advanced course that you have taken in physics?
SQ3-27	CSBCCOUR	What is the most advanced course that you have taken in chemistry?
SQ3-28	CSBBCOUR	What is the most advanced course that you have taken in biology?
SQ3-29	CSBECOUR	What is the most advanced course that you have taken in earth science/geography?
SQ3-30A	CSBMTAKE	Are you currently taking a mathematics course?
SQ3-30B	CSBMCLAS	If you are currently taking a mathematics course, how many classes do you usually have each week?
SQ3-30C	CSBMTIME	How many minutes are there in each mathematics class?
SQ3-31A	CSBMDO01	In your mathematics lessons, how often are you asked to explain the reasoning behind an idea?
SQ3-31B	CSBMDO02	In your mathematics lessons, how often are you asked to represent and analyze relationships using tables, charts, or graphs?
SQ3-31C	CSBMDO03	In your mathematics lessons, how often are you asked to work on problems for which there is no obvious method of solution?
SQ3-31D	CSBMDO04	In your mathematics lessons, how often are you asked to write equations to represent relationships?

**Table S1.1 (Continued 3)**  
**Index of International Background Variables for the Population 3 Student Questionnaire Items**

Questionnaire Location	Variable Name	Description
SQ3-31E	CSBMDO05	In your mathematics lessons, how often are you asked to solve equations?
SQ3-31F	CSBMDO06	In your mathematics lessons, how often are you asked to practice computational skills?
SQ3-31G	CSBMDO07	In your mathematics lessons, how often are you asked to apply models to data?
SQ3-31H	CSBMDO08	In your mathematics lessons, how often are you asked to memorize rules and procedures?
SQ3-31I	CSBMDO09	In your mathematics lessons, how often are you asked to apply mathematics to everyday problems?
SQ3-31J	CSBMDO10	In your mathematics lessons, how often are you asked to copy notes from the board?
SQ3-31K	CSBMDO11	In your mathematics lessons, how often are you asked to use computers to solve exercises or problems?
SQ3-31L	CSBMDO12	In your mathematics lessons, how often are you asked to watch the teacher demonstrate how to do mathematics problems or procedures?
SQ3-31M	CSBMDO13	In your mathematics lessons, how often are you asked to begin your homework before the class ends?
SQ3-32	CSBMTXBK	Do you use a textbook in your mathematics class?
SQ3-32A	CSBMTXN1	Do you use <country specific text> in your mathematics class?
SQ3-32B	CSBMTXN2	Do you use <country specific text> in your mathematics class?
SQ3-32C	CSBMTXN3	Do you use <country specific text> in your mathematics class?
SQ3-32D	CSBMTXN4	Do you use <country specific text> in your mathematics class?
SQ3-32E	CSBMTXN5	Do you use <country specific text> in your mathematics class?
SQ3-33	CSBMHMWK	How often is mathematics homework assigned to you?
SQ3-34A	CSBSCOU1	Are you currently taking physics?
SQ3-34B	CSBSCOU2	Are you currently taking chemistry?
SQ3-34C	CSBSCOU3	Are you currently taking biology?
SQ3-34D	CSBSCOU4	Are you currently taking earth science?
SQ3-34E	CSBSCOU5	Are you currently taking any other science course?
SQ3-35A	CSBSQUES	For which science subject are you completing questions 36 and 37?
SQ3-35B	CSBSCLAS	How many classes do you usually have each week for that course, including lab. work?
SQ3-35C	CSBSTIME	How many minutes are there in each class for this course?
SQ3-36A	CSBSDO01	In your physics (or science) lessons, how often are you asked to explain the reasoning behind an idea?
SQ3-36B	CSBSDO02	In your physics lessons, how often are you asked to represent and analyze relationships using tables, charts, or graphs?
SQ3-36C	CSBSDO03	In your physics lessons, how often are you asked to work on problems for which there is no obvious method of solution?
SQ3-36D	CSBSDO04	In your physics lessons, how often are you asked to write explanations about what was observed and why it happened?
SQ3-36E	CSBSDO05	In your physics lessons, how often are you asked to put events/objects in order and give a reason for the organization?
SQ3-36F	CSBSDO06	In your physics lessons, how often are you asked to apply models to data?
SQ3-36G	CSBSDO07	In your physics lessons, how often are you asked to apply physics to everyday problems?
SQ3-36H	CSBSDO08	In your physics lessons, how often are you asked to conduct laboratory experiments?
SQ3-36I	CSBSDO09	In your physics lessons, how often are you asked to collect and organize data in the classroom or laboratory?
SQ3-36J	CSBSDO10	In your physics lessons, how often are you asked to go on a field trip to collect data?
SQ3-36K	CSBSDO11	In your physics lessons, how often are you asked to copy notes from the board?
SQ3-36L	CSBSDO12	In your physics lessons, how often are you asked to use computers to solve exercises or problems?
SQ3-36M	CSBSDO13	In your physics lessons, how often are you asked to watch the teacher demonstrate scientific concepts?
SQ3-36N	CSBSDO14	In your physics lessons, how often are you asked to begin your homework before the class ends?
SQ3-37	CSBSTXBK	Do you use a textbook in your physics (or science) class?
SQ3-37A	CSBSTXN1	Do you use <country specific text> in your physics (or science) class?

**Table S1.1 (Continued 4)**  
**Index of International Background Variables for the Population 3 Student Questionnaire Items**

<b>Questionnaire Location</b>	<b>Variable Name</b>	<b>Description</b>
SQ3-37B	CSBSTXN2	Do you use <country specific text> in your physics (or science) class?
SQ3-37C	CSBSTXN3	Do you use <country specific text> in your physics (or science) class?
SQ3-37D	CSBSTXN4	Do you use <country specific text> in your physics (or science) class?
SQ3-37E	CSBSTXN5	Do you use <country specific text> in your physics (or science) class?
SQ3-38	CSBSHMWK	How often is physics (or science) homework assigned to you?
SQ3-39	CSBGREPT	Are you repeating the grade level in which you are currently enrolled?
SQ3-40	CSBGCP1	Have you ever completed any other final-year programs of study?
SQ3-40A	CSBGCP2	Which program did you complete?
<b>Calculator Survey</b>		
CS1	CSBGAL1	Did you use a calculator in answering any of the questions in this booklet?
CS2	CSBGAL2	What type of calculator did you use?
CS3	CSBGAL3	In doing the questions how much do you estimate you used the calculator?
CS4	CSBGAL4	What's the brand and model of the calculator I used?

**Table S1.2**  
**Index of International Background Variables for the Population 3 School**  
**Questionnaire Items**

Questionnaire Location	Variable Name	Description
SCQ3-1	CCBGCOMM	In what type of community is your school located?
SCQ3-2A	CCBGGRPK	Is Pre-kindergarten found in your school?
SCQ3-2B	CCBGGRK	Is Kindergarten found in your school?
SCQ3-2C	CCBGGR1	Is Grade 1 found in your school?
SCQ3-2D	CCBGGR2	Is Grade 2 found in your school?
SCQ3-2E	CCBGGR3	Is Grade 3 found in your school?
SCQ3-2F	CCBGGR4	Is Grade 4 found in your school?
SCQ3-2G	CCBGGR5	Is Grade 5 found in your school?
SCQ3-2H	CCBGGR6	Is Grade 6 found in your school?
SCQ3-2I	CCBGGR7	Is Grade 7 found in your school?
SCQ3-2J	CCBGGR8	Is Grade 8 found in your school?
SCQ3-2K	CCBGGR9	Is Grade 9 found in your school?
SCQ3-2L	CCBGGR10	Is Grade 10 found in your school?
SCQ3-2M	CCBGGR11	Is Grade 11 found in your school?
SCQ3-2N	CCBGGR12	Is Grade 12 found in your school?
SCQ3-2O	CCBGGR13	Is Grade 13 found in your school?
SCQ3-3A	CCBGFTE1	How many principals are on the staff of your school? (FTE)
SCQ3-3B	CCBGFTE2	How many assistant principals are on the staff of your school? (FTE)
SCQ3-3C	CCBGFTE3	How many department heads are on the staff of your school? (FTE)
SCQ3-3D	CCBGFTE4	How many classroom teachers are on the staff of your school? (FTE)
SCQ3-3E	CCBGFTE5	How many teacher aides are on the staff of your school? (FTE)
SCQ3-4A	CCBGFTTE	How many individual full-time teachers are there in your school?
SCQ3-4B	CCBGPTTE	How many individual part-time teachers are there in your school?
SCQ3-5	CCBGTE5Y	What percentage of the teachers have been at your school for 5 or more years?
SCQ3-6	CCBMNTEA	How many of the teachers in your school teach the most advanced mathematics?
SCQ3-7A	CCBMPTTE1	What percentage of the most advanced mathematics teachers are assigned all of their teaching load in mathematics?
SCQ3-7B	CCBMPTTE2	What percentage of the most advanced mathematics teachers are assigned at least half but not all of their teaching load in mathematics?
SCQ3-7C	CCBMPTTE3	What percentage of the most advanced mathematics teachers are assigned less than half of their teaching load in mathematics?
SCQ3-8	CCBPNTTEA	How many of the teachers in your school teach the most advanced Physics?
SCQ3-9A	CCBPPTTE1	What percentage of the most advanced physics teachers are assigned all of their teaching load in physics?
SCQ3-9B	CCBPPTTE2	What percentage of the most advanced physics teachers are assigned at least half but not all of their teaching load in physics?
SCQ3-9C	CCBPPTTE3	What percentage of the most advanced physics teachers are assigned less than half of their teaching load in physics?
SCQ3-10	CCBMTEAU	What percentage of <target grade> mathematics teachers have university level certification in mathematics?
SCQ3-11	CCBSTEAU	What percentage of <target grade> science teachers have university level certification in a science subject?
SCQ3-12A	CCBMST01	Is your school's instructional capacity affected by inadequacy of availability of suitably qualified mathematics teachers?
SCQ3-12B	CCBSST02	Is your school's instructional capacity affected by inadequacy of availability of suitably qualified physics teachers?
SCQ3-12C	CCBGST03	Is your school's instructional capacity affected by inadequacy of instructional materials?
SCQ3-12D	CCBGST04	Is your school's instructional capacity affected by inadequacy of budget for supplies?
SCQ3-12E	CCBGST05	Is your school's instructional capacity affected by inadequacy of school buildings and grounds?
SCQ3-12F	CCBGST06	Is your school's instructional capacity affected by inadequacy of heating/cooling and lighting systems?



**Table S1.2 (Continued 1)**  
**Index of International Background Variables for the Population 3 School**  
**Questionnaire Items**

Questionnaire Location	Variable Name	Description
SCQ3-12G	CCBGST07	Is your school's instructional capacity affected by inadequacy of instructional space?
SCQ3-12H	CCBGST08	Is your school's instructional capacity affected by inadequacy of special equipment for handicapped students?
SCQ3-12I	CCBMST09	Is your school's instructional capacity affected by inadequacy of computers for mathematics instruction?
SCQ3-12J	CCBMST10	Is your school's instructional capacity affected by inadequacy of computer software for mathematics instruction?
SCQ3-12K	CCBMST11	Is your school's instructional capacity affected by inadequacy of calculators for mathematics instruction?
SCQ3-12L	CCBMST12	Is your school's instructional capacity affected by inadequacy of library materials relevant to mathematics instruction?
SCQ3-12M	CCBMST13	Is your school's instructional capacity affected by inadequacy of audio-visual resources for mathematics instruction?
SCQ3-12N	CCBSST14	Is your school's instructional capacity affected by inadequacy of science laboratory equipment and materials?
SCQ3-12O	CCBSST15	Is your school's instructional capacity affected by inadequacy of computers for science instruction?
SCQ3-12P	CCBSST16	Is your school's instructional capacity affected by inadequacy of computer software for science instruction?
SCQ3-12Q	CCBSST17	Is your school's instructional capacity affected by inadequacy of calculators for science instruction?
SCQ3-12R	CCBSST18	Is your school's instructional capacity affected by inadequacy of library materials relevant to science instruction?
SCQ3-12S	CCBSST19	Is your school's instructional capacity affected by inadequacy of audio-visual resources for science instruction?
SCQ3-13A	CCBGAC01	As principal, about how many hours per month do you usually spend representing the school in the community?
SCQ3-13B	CCBGAC02	As principal, about how many hours per month do you usually spend representing the school at official meetings?
SCQ3-13C	CCBGAC03	As principal, about how many hours per month do you usually spend on internal administrative tasks?
SCQ3-13D	CCBGAC04	As principal, about how many hours per month do you usually spend teaching (including preparation)?
SCQ3-13E	CCBGAC05	As principal, about how many hours per month do you usually spend giving a demonstration lesson?
SCQ3-13F	CCBGAC06	As principal, about how many hours per month do you usually spend discussing educational objectives with teachers?
SCQ3-13G	CCBGAC07	As principal, about how many hours per month do you usually spend initiating curriculum revision and/or planning?
SCQ3-13H	CCBGAC08	As principal, about how many hours per month do you usually spend talking with parents?
SCQ3-13I	CCBGAC09	As principal, about how many hours per month do you usually spend counseling and disciplining students?
SCQ3-13J	CCBGAC10	As principal, how many hours/month do you usually spend responding to requests from district, state, or national officials?
SCQ3-13K	CCBGAC11	As principal, about how many hours per month do you usually spend hiring teachers?
SCQ3-13L	CCBGAC12	As principal, about how many hours per month do you usually spend training teachers?
SCQ3-13M	CCBGAC13	As principal, about how many hours per month do you usually spend on professional development activities?
SCQ3-13N	CCBGAC14	As principal, about how many hours per month do you usually spend on other activities?
SCQ3-14A	CCBGRP01	In your school, who has primary responsibility for hiring teachers?
SCQ3-14B	CCBGRP02	In your school, who has primary responsibility for establishing disciplinary policies?
SCQ3-14C	CCBGRP03	In your school, who has primary responsibility for establishing student grading policies?
SCQ3-14D	CCBGRP04	In your school, who has primary responsibility for formulating the school budget?
SCQ3-14E	CCBGRP05	In your school, who has primary responsibility for purchasing supplies?
SCQ3-14F	CCBGRP06	In your school, who has primary responsibility for placing students in classes?
SCQ3-14G	CCBGRP07	In your school, who has primary responsibility for assigning teachers to classes?
SCQ3-14H	CCBGRP08	In your school, who has primary responsibility for determining which textbooks are used?
SCQ3-14I	CCBGRP09	In your school, who has primary responsibility for establishing homework policies?
SCQ3-14J	CCBGRP10	In your school, who has primary responsibility for determining teacher salaries?
SCQ3-14K	CCBGRP11	In your school, who has primary responsibility for establishing community relationships?

**Table S1.2 (Continued 2)**  
**Index of International Background Variables for the Population 3 School**  
**Questionnaire Items**

Questionnaire Location	Variable Name	Description
SCQ3-14L	CCBGRP12	In your school, who has primary responsibility for communicating with students' families?
SCQ3-14M	CCBGRP13	In your school, who has primary responsibility for determining course content?
SCQ3-14N	CCBGRP14	In your school, who has primary responsibility for deciding which courses are offered?
SCQ3-15A	CCBGIF01	How much influence does the national curriculum council have in determining the curriculum taught in your school?
SCQ3-15B	CCBGIF02	How much influence does the national subject association have in determining the curriculum taught in your school?
SCQ3-15C	CCBGIF03	How much influence does the educational region/district have in determining the curriculum taught in your school?
SCQ3-15D	CCBGIF04	How much influence does the school governing board have in determining the curriculum taught in your school?
SCQ3-15E	CCBGIF05	How much influence does the principal/head of school have in determining the curriculum taught in your school?
SCQ3-15F	CCBGIF06	How much influence do teachers(collectively for the school) have in determining the curriculum taught in your school?
SCQ3-15G	CCBGIF07	How much influence do teachers (of same subject) as a group have in determining the curriculum taught in your school?
SCQ3-15H	CCBGIF08	How much influence does each teacher individually have in determining the curriculum taught in your school?
SCQ3-15I	CCBGIF09	How much influence do parents have in determining the curriculum taught in your school?
SCQ3-15J	CCBGIF10	How much influence do students have in determining the curriculum taught in your school?
SCQ3-15K	CCBGIF11	How much influence do church/religious groups have in determining the curriculum taught in your school?
SCQ3-15L	CCBGIF12	How much influence does the business community have in determining the curriculum taught in your school?
SCQ3-15M	CCBGIF13	How much influence do textbook publishers have in determining the curriculum taught in your school?
SCQ3-15N	CCBGIF14	How much influence do external exams have in determining the curriculum taught in your school?
SCQ3-15O	CCBGIF15	How much influence do teacher unions have in determining the curriculum taught in your school?
SCQ3-16A	CCBMCURR	Does your school have its own written statement of the curriculum content to be taught for mathematics?
SCQ3-16B	CCBSCURR	Does your school have its own written statement of the curriculum content to be taught for science?
SCQ3-17AA	CCBGU001	How often does school administration or staff have to deal with students arriving late at school?
SCQ3-17AB	CCBGU001	In your school, how severe a problem is students arriving late at school?
SCQ3-17BA	CCBGU002	How often does school administration or staff have to deal with students' unjustifiable absenteeism?
SCQ3-17BB	CCBGU002	In your school, how severe a problem is students' being absent without an excuse?
SCQ3-17CA	CCBGU003	How often does school administration or staff have to deal with students skipping class periods?
SCQ3-17CB	CCBGU003	In your school, how severe a problem is students' skipping class periods?
SCQ3-17DA	CCBGU004	How often does school administration or staff have to deal with students violating the dress code?
SCQ3-17DB	CCBGU004	In your school, how severe a problem is students' violating the dress code?
SCQ3-17EA	CCBGU005	How often does school administration or staff have to deal with classroom disturbance?
SCQ3-17EB	CCBGU005	In your school, how severe a problem is class disturbance?
SCQ3-17FA	CCBGU006	How often does school administration or staff have to deal with students cheating?
SCQ3-17FB	CCBGU006	In your school, how severe a problem is students' cheating?
SCQ3-17GA	CCBGU007	How often does school administration or staff have to deal with students' use of profanity?
SCQ3-17GB	CCBGU007	In your school, how severe a problem is students' using profanity?
SCQ3-17HA	CCBGU008	How often does school administration or staff have to deal with vandalism by students?
SCQ3-17HB	CCBGU008	In your school, how severe a problem is vandalism?
SCQ3-17IA	CCBGU009	How often does school administration or staff have to deal with theft?
SCQ3-17IB	CCBGU009	In your school, how severe a problem is theft?
SCQ3-17JA	CCBGU010	How often does school administration or staff have to deal with intimidation of students by other students?
SCQ3-17JB	CCBGU010	In your school, how severe a problem is intimidation of other students?

**Table S1.2 (Continued 3)**  
**Index of International Background Variables for the Population 3 School**  
**Questionnaire Items**

Questionnaire Location	Variable Name	Description
SCQ3-17KA	CCBGUO11	How often does administration or staff have to deal with physical injury to students caused by other students?
SCQ3-17KB	CCBGUS11	In your school, how severe a problem is physical injury of other students?
SCQ3-17LA	CCBGUO12	How often does administration or staff have to deal with intimidation of teachers or staff by students?
SCQ3-17LB	CCBGUS12	In your school, how severe a problem is intimidation or verbal abuse of teachers or staff
SCQ3-17MA	CCBGUO13	How often does school administration or staff have to deal with physical injury of staff caused by students?
SCQ3-17MB	CCBGUS13	In your school, how severe a problem is physical injury to teachers or staff?
SCQ3-17NA	CCBGUO14	How often does school administration or staff have to deal with tobacco use/possession?
SCQ3-17NB	CCBGUS14	In your school, how severe a problem is tobacco use/possession?
SCQ3-17OA	CCBGUO15	How often does school administration or staff have to deal with alcohol use/possession?
SCQ3-17OB	CCBGUS15	In your school, how severe a problem is alcohol use/possession?
SCQ3-17PA	CCBGUO16	How often does school administration or staff have to deal with illegal drug use/possession?
SCQ3-17PB	CCBGUS16	In your school, how severe a problem is illegal drug use/possession?
SCQ3-17QA	CCBGUO17	How often does school administration or staff have to deal with weapon use/possession?
SCQ3-17QB	CCBGUS17	In your school, how severe a problem is weapon use/possession?
SCQ3-17RA	CCBGUO18	How often does school administration or staff have to deal with inappropriate sexual behavior?
SCQ3-17RB	CCBGUS18	In your school, how severe a problem is inappropriate sexual behavior?
SCQ3-18A	CCBGUFC1	How important is academic performance in deciding which track <target grade> students follow?
SCQ3-18B	CCBGUFC2	How important is performance on a standardized test in deciding which track <target grade> students follow?
SCQ3-18C	CCBGUFC3	How important is performance on an entrance examination in deciding which track <target grade> students follow?
SCQ3-18D	CCBGUFC4	How important is performance on an oral examination in deciding which track <target grade> students follow?
SCQ3-18E	CCBGUFC5	How important are teacher recommendations in deciding which track <target grade> students follow?
SCQ3-18F	CCBGUFC6	How important are parental wishes in deciding which track <target grade> students follow?
SCQ3-18G	CCBGUFC7	How important are the student's own wishes in deciding which track <target grade> students follow?
SCQ3-18H	CCBGUFC8	How important are curricular requirements in deciding which track <target grade> students follow?
SCQ3-19A1	CCBGBENR	What is the total school enrollment of boys?
SCQ3-19A2	CCBGGENR	What is the total school enrollment of girls?
SCQ3-19B	CCBGABST	On a typical school day, what percentage of students are absent from school for any reason?
SCQ3-19C	CCBGENDY	About what percentage of students who begin the year in your school also finish the year in your school?
SCQ3-19D	CCBGTNSF	About what percentage of the students in your school transfer into your school after the beginning of the school year?
SCQ3-20A	CCBGCOM1	Is track #1 available in your school?
SCQ3-20B	CCBGCOM2	Is track #2 available in your school?
SCQ3-20C	CCBGCOM3	Is track #3 available in your school?
SCQ3-20D	CCBGCOM4	Is track #4 available in your school?
SCQ3-20E	CCBGCOM5	Is track #5 available in your school?
SCQ3-20F	CCBGCOM6	Is track #6 available in your school?
SCQ3-21	CCBGPRGM	Is the graduation requirement the same for <target grade> students in every track?
SCQ3-21A#1	CCBGPG1A	In track #1, are students required to pass a comprehensive examination in order to graduate?
SCQ3-21A#2	CCBGPG2A	In track #2 are students required to pass a comprehensive examination in order to graduate?
SCQ3-21A#3	CCBGPG3A	In track #3 are students required to pass a comprehensive examination in order to graduate?
SCQ3-21A#4	CCBGPG4A	In track #4 are students required to pass a comprehensive examination in order to graduate?
SCQ3-21A#5	CCBGPG5A	In track #5 are students required to pass a comprehensive examination in order to graduate?
SCQ3-21A#6	CCBGPG6A	In track #6 are students required to pass a comprehensive examination in order to graduate?

**Table S1.2 (Continued 4)**  
**Index of International Background Variables for the Population 3 School**  
**Questionnaire Items**

Questionnaire Location	Variable Name	Description
SCQ3-21B#1	CCBGPG1B	In track #1, are students required to pass an examination in mathematics in order to graduate?
SCQ3-21B#2	CCBGPG2B	In track #2 are students required to pass an examination in mathematics in order to graduate?
SCQ3-21B#3	CCBGPG3B	In track #3 are students required to pass an examination in mathematics in order to graduate?
SCQ3-21B#4	CCBGPG4B	In track #4 are students required to pass an examination in mathematics in order to graduate?
SCQ3-21B#5	CCBGPG5B	In track #5 are students required to pass an examination in mathematics in order to graduate?
SCQ3-21B#6	CCBGPG6B	In track #6 are students required to pass an examination in mathematics in order to graduate?
SCQ3-21C#1	CCBGPG1C	In track #1, are students required to pass an examination in science in order to graduate?
SCQ3-21C#2	CCBGPG2C	In track #2 are students required to pass an examination in science in order to graduate?
SCQ3-21C#3	CCBGPG3C	In track #3 are students required to pass an examination in science in order to graduate?
SCQ3-21C#4	CCBGPG4C	In track #4 are students required to pass an examination in science in order to graduate?
SCQ3-21C#5	CCBGPG5C	In track #5 are students required to pass an examination in science in order to graduate?
SCQ3-21C#6	CCBGPG6C	In track #6 are students required to pass an examination in science in order to graduate?
SCQ3-21D#1	CCBGPG1D	In track #1 are students required to maintain a certain standard of performance (e.g. GPA) in order to graduate?
SCQ3-21D#2	CCBGPG2D	In track #2 are students required to maintain a certain standard of performance (e.g. GPA) in order to graduate?
SCQ3-21D#3	CCBGPG3D	In track #3 are students required to maintain a certain standard of performance (e.g. GPA) in order to graduate?
SCQ3-21D#4	CCBGPG4D	In track #4 are students required to maintain a certain standard of performance (e.g. GPA) in order to graduate?
SCQ3-21D#5	CCBGPG5D	In track #5 are students required to maintain a certain standard of performance (e.g. GPA) in order to graduate?
SCQ3-21D#6	CCBGPG6D	In track #6 are students required to maintain a certain standard of performance (e.g. GPA) in order to graduate?
SCQ3-21E#1	CCBGPG1E	In track #1 are students required to accumulate a certain amount of credit/coursework in order to graduate?
SCQ3-21E#2	CCBGPG2E	In track #2 are students required to accumulate a certain amount of credit/coursework in order to graduate?
SCQ3-21E#3	CCBGPG3E	In track #3 are students required to accumulate a certain amount of credit/coursework in order to graduate?
SCQ3-21E#4	CCBGPG4E	In track #4 are students required to accumulate a certain amount of credit/coursework in order to graduate?
SCQ3-21E#5	CCBGPG5E	In track #5 are students required to accumulate a certain amount of credit/coursework in order to graduate?
SCQ3-21E#6	CCBGPG6E	In track #6 are students required to accumulate a certain amount of credit/coursework in order to graduate?
SCQ3-21F#1	CCBGPG1F	In track #1 are students required to attend a specified number of years in order to graduate?
SCQ3-21F#2	CCBGPG2F	In track #2 are students required to attend a specified number of years in order to graduate?
SCQ3-21F#3	CCBGPG3F	In track #3 are students required to attend a specified number of years in order to graduate?
SCQ3-21F#4	CCBGPG4F	In track #4 are students required to attend a specified number of years in order to graduate?
SCQ3-21F#5	CCBGPG5F	In track #5 are students required to attend a specified number of years in order to graduate?
SCQ3-21F#6	CCBGPG6F	In track #6 are students required to attend a specified number of years in order to graduate?
SCQ3-21G#1	CCBGPG1G	In track #1 are students required to reach a certain age in order to graduate?
SCQ3-21G#2	CCBGPG2G	In track #2 are students required to reach a certain age in order to graduate?
SCQ3-21G#3	CCBGPG3G	In track #3 are students required to reach a certain age in order to graduate?
SCQ3-21G#4	CCBGPG4G	In track #4 are students required to reach a certain age in order to graduate?
SCQ3-21G#5	CCBGPG5G	In track #5 are students required to reach a certain age in order to graduate?
SCQ3-21G#6	CCBGPG6G	In track #6 are students required to reach a certain age in order to graduate?
SCQ3-21H#1	CCBGPG1H	In track #1 are students required to pass an oral exam in order to graduate?
SCQ3-21H#2	CCBGPG2H	In track #2 are students required to pass an oral exam in order to graduate?
SCQ3-21H#3	CCBGPG3H	In track #3 are students required to pass an oral exam in order to graduate?
SCQ3-21H#4	CCBGPG4H	In track #4 are students required to pass an oral exam in order to graduate?

**Table S1.2 (Continued 5)**  
**Index of International Background Variables for the Population 3 School**  
**Questionnaire Items**

Questionnaire Location	Variable Name	Description
SCQ3-21H#5	CCBGP5H	In track #5 are students required to pass an oral exam in order to graduate?
SCQ3-21H#6	CCBGP6H	In track #6 are students required to pass an oral exam in order to graduate?
SCQ3-22	CCBGTRAK	Is the instructional time the same for <target grade> students in every track at your school?
SCQ3-22A#1	CCBGTK1A	How many instructional days are in the math/science school year for track #1?
SCQ3-22A#2	CCBGTK2A	How many instructional days are in the math/science school year for track #2?
SCQ3-22A#3	CCBGTK3A	How many instructional days are in the math/science school year for track #3?
SCQ3-22A#4	CCBGTK4A	How many instructional days are in the math/science school year for track #4?
SCQ3-22A#5	CCBGTK5A	How many instructional days are in the math/science school year for track #5?
SCQ3-22A#6	CCBGTK6A	How many instructional days are in the math/science school year for track #6?
SCQ3-22B#1	CCBGTK1B	How many full instructional days are in the school week for track #1?
SCQ3-22B#2	CCBGTK2B	How many full instructional days are in the school week for track #2?
SCQ3-22B#3	CCBGTK3B	How many full instructional days are in the school week for track #3?
SCQ3-22B#4	CCBGTK4B	How many full instructional days are in the school week for track #4?
SCQ3-22B#5	CCBGTK5B	How many full instructional days are in the school week for track #5?
SCQ3-22B#6	CCBGTK6B	How many full instructional days are in the school week for track #6?
SCQ3-22C#1	CCBGTK1C	How many half instructional days are in the school week for track #1?
SCQ3-22C#2	CCBGTK2C	How many half instructional days are in the school week for track #2?
SCQ3-22C#3	CCBGTK3C	How many half instructional days are in the school week for track #3?
SCQ3-22C#4	CCBGTK4C	How many half instructional days are in the school week for track #4?
SCQ3-22C#5	CCBGTK5C	How many half instructional days are in the school week for track #5?
SCQ3-22C#6	CCBGTK6C	How many half instructional days are in the school week for track #6?
SCQ3-22D#1	CCBGTK1D	How many hours in total are in the school week for track #1?
SCQ3-22D#2	CCBGTK2D	How many hours in total are in the school week for track #2?
SCQ3-22D#3	CCBGTK3D	How many hours in total are in the school week for track #3?
SCQ3-22D#4	CCBGTK4D	How many hours in total are in the school week for track #4?
SCQ3-22D#5	CCBGTK5D	How many hours in total are in the school week for track #5?
SCQ3-22D#6	CCBGTK6D	How many hours in total are in the school week for track #6?
SCQ3-22E#1	CCBGTK1E	How many instructional hours are in the school week for track #1?
SCQ3-22E#2	CCBGTK2E	How many instructional hours are in the school week for track #2?
SCQ3-22E#3	CCBGTK3E	How many instructional hours are in the school week for track #3?
SCQ3-22E#4	CCBGTK4E	How many instructional hours are in the school week for track #4?
SCQ3-22E#5	CCBGTK5E	How many instructional hours are in the school week for track #5?
SCQ3-22E#6	CCBGTK6E	How many instructional hours are in the school week for track #6?
SCQ3-23A#1	CCBGIPD1	How many instructional periods are there in a week for track #1?
SCQ3-23A#2	CCBGIPD2	How many instructional periods are there in a week for track #2?
SCQ3-23A#3	CCBGIPD3	How many instructional periods are there in a week for track #3?
SCQ3-23A#4	CCBGIPD4	How many instructional periods are there in a week for track #4?
SCQ3-23A#5	CCBGIPD5	How many instructional periods are there in a week for track #5?
SCQ3-23A#6	CCBGIPD6	How many instructional periods are there in a week for track #6?
SCQ3-23B#1	CCBGITM1	How many minutes is a typical instructional period for track #1?
SCQ3-23B#2	CCBGITM2	How many minutes is a typical instructional period for track #2?
SCQ3-23B#3	CCBGITM3	How many minutes is a typical instructional period for track #3?

**Table S1.2 (Continued 6)**  
**Index of International Background Variables for the Population 3 School**  
**Questionnaire Items**

Questionnaire Location	Variable Name	Description
SCQ3-23B#4	CCBGITM4	How many minutes is a typical instructional period for track #4?
SCQ3-23B#5	CCBGITM5	How many minutes is a typical instructional period for track #5?
SCQ3-23B#6	CCBGITM6	How many minutes is a typical instructional period for track #6?

# Section 1

**Student Background Questionnaire (SQ3)**



Identification Label

School

Class

Student

IEA Third International Mathematics and Science Study

# Student Questionnaire

## Population 3

TIMSS Study Center  
Boston College  
Chestnut Hill, MA 02167  
USA

(Institute Address)

Doc. Ref.: ICC909/NRC442  
©IEA, The Hague





## GENERAL DIRECTIONS

In this booklet, you will find questions about yourself. Some questions ask for facts while other questions ask for your opinion.

Read each question carefully and respond as accurately and carefully as possible. You may ask for help if you do not understand something or are not sure how to respond.

Some of the questions will be followed by a few possible choices indicated with a letter next to or below it. For these questions, circle the letter next to or below your choice as shown in Example 1.

### Example 1

- |                          |            |           |
|--------------------------|------------|-----------|
|                          | <b>Yes</b> | <b>No</b> |
| 1. I attend school ..... | (A)        | B         |

The letter "A" has been circled because you attend school.

If you decide to change your response to a question, put an "X" over your first choice and then put a circle around your new choice as shown in Example 2.

### Example 2

- |                            |                           |                |                 |                              |
|----------------------------|---------------------------|----------------|-----------------|------------------------------|
|                            | <i>strongly<br/>agree</i> | <i>agree</i>   | <i>disagree</i> | <i>strongly<br/>disagree</i> |
| 2. I like rock music. .... | (A)                       | <del>(B)</del> | C               | D                            |

For other questions you will be asked to write a number or date in the space provided in your booklet. For these questions, you may use words and numbers in your answers. When you write, please be sure that your handwriting is clear.

**1. On what date were you born?**

*Write in the day, month and year.*

<\_\_\_\_\_day \_\_\_\_\_month \_\_\_\_\_year>

**<NRC NOTE: USE STYLE APPROPRIATE TO YOUR COUNTRY AND GRADE LEVEL.>**

---

**2. Are you a female or a male?**

*Circle either A or B.*

female ..... A

male ..... B

---

**3a. Were you born in <country> ?**

*Circle either A or B.*

Yes ..... A

No ..... B

**3b. If you were not born in <country>, how old were you when you came to <country>?**

*Write in your age at the time.*

I was \_\_\_\_\_ years old when I came to <country>

---

*Circle either A or B for each line.*

	<i>Yes</i>	<i>No</i>
<b>4a. Was your mother born in &lt;country&gt;? .....</b>	A	B

<b>4b. Was your father born in &lt;country&gt;? .....</b>	A	B
---	---	---

---

**5. How often do you speak <language of test> at home?**

*Circle ONE letter, A, B, or C.*

- always or almost always ..... A  
 sometimes ..... B  
 never ..... C

**6. Do each of these people live at home with you most or all of the time?**

*Circle either A or B for each line.*

- |   | <i>Yes</i> | <i>No</i> |
|---|------------|-----------|
| a) mother .....   | A          | B         |
| b) father .....   | A          | B         |
| c) one or more brothers .....                                     | A          | B         |
| d) one or more sisters .....                                      | A          | B         |
| e) stepmother .....   | A          | B         |
| f) stepfather .....   | A          | B         |
| g) one or more grandparents .....                                 | A          | B         |
| h) another relative or relatives (uncle, aunt, cousin, etc.)..... | A          | B         |
| i) another person or persons (not relatives) .....                | A          | B         |

**7. Altogether, how many people live in your home?**

*Write in the total number of people.*

\_\_\_\_\_ (Don't forget to include yourself.)

**8. About how many books are there in your home?**

(Do not count magazines, newspapers, or your school books.)

*Circle ONE letter, A, B, C, D, or E.*

- none or very few (0 - 10 books) ..... A  
 enough to fill one shelf (11-25 books)..... B  
 enough to fill one bookcase (26-100 books) ..... C  
 enough to fill two bookcases (101 - 200 books)..... D  
 enough to fill three or more bookcases (more than 200) ..... E

**9. Do you have any of these items at your home?***Circle either A or B for each line.*

	<b>Yes</b>	<b>No</b>
a) calculator .....	A	B
b) computer .....	A	B
c) study desk/table for your use .....	A	B
d) dictionary .....	A	B
e) <country-specific> .....	A	B
f) <country-specific> .....	A	B
g) <country-specific> .....	A	B
h) <country-specific> .....	A	B
i) <country-specific> .....	A	B
j) <country-specific> .....	A	B
k) <country-specific> .....	A	B
l) <country-specific> .....	A	B
m) <country-specific> .....	A	B
n) <country-specific> .....	A	B
o) <country-specific> .....	A	B
p) <country-specific> .....	A	B

**10. Where do you live while attending school?***Circle ONE letter, A, B, C, or D.*

at home .....	A
with relatives away from home .....	B
in a student residence .....	C
in an apartment or house away from my family .....	D

**11. How far in school did your mother and father go?***Circle ONE letter in each column.*

	<i><b>Mother</b></i>	<i><b>Father</b></i>
<finished primary school> .....	A	A
<some secondary school> .....	B	B
<finished secondary school> .....	C	C
<some vocational/technical education after secondary school> .....	D	D
<some university> .....	E	E
<finished university> .....	F	F
I don't know .....	G	G

**12. What do each of the following people think you ought to do immediately after you finish <secondary school>?***Circle ONE letter, A, B, C, D, or E, in each column.*

	<i><b>Father</b></i>	<i><b>Mother</b></i>	<i><b>Teachers</b></i>	<i><b>Friends</b></i>
a) go to university full time .....	A	A	A	A
b) get a full-time job .....	B	B	B	B
c) <enter trade school or apprenticeship> .	C	C	C	C
d) enter military service .....	D	D	D	D
e) other .....	E	E	E	E

**13. Do each of the following people think it is important for you to...**

*Circle Y for "Yes", or N for "No", in every column in each line.*

	<i>Father</i>	<i>Mother</i>	<i>Friends</i>	<i>Yourself</i>
a) do well in science at school? .....	Y N	Y N	Y N	Y N
b) do well in mathematics at school? .....	Y N	Y N	Y N	Y N
c) do well in <language of test> at school? .....	Y N	Y N	Y N	Y N
d) be good at sports? .....	Y N	Y N	Y N	Y N

**14a. After <secondary school>, do you intend to continue your education?**

*Circle either A or B.*

Yes ..... A

No ..... B

**If No, skip the rest of this question and go to question number 15.**

**If Yes, what form of further education do you intend to take?**

*Circle either A or B for each line.*

	<b>Yes</b>	<b>No</b>
a) <vocational or technical courses at a trade or business school> .....	A	B
b) <academic courses at a junior or community college> .....	A	B
c) <vocational or technical subjects at a junior or community college> .....	A	B
d) attend a <four-year college or university> .....	A	B
e) other .....	A	B

---

**14b. Which of the following comes closest to the area which you intend to study most?**

*Circle only ONE letter.*

- BIOLOGICAL SCIENCES (e.g., botany, ecology, zoology) ..... A
- BUSINESS (e.g., accounting, marketing, finance, administration, management) ..... B
- CHEMISTRY (e.g., chemistry, biochemistry) ..... C
- COMPUTER and INFORMATION SCIENCES (e.g., systems analyst) ..... D
- EARTH SCIENCES (e.g., geology, oceanography) ..... E
- ENGINEERING (e.g., chemical engineering, civil engineering, electrical engineering, mechanical engineering) ..... F
- HEALTH OCCUPATIONS (e.g., dental assistant, practical nursing, veterinary assistant, X-ray technology) ..... G
- HEALTH SCIENCES (e.g., dentistry, medical doctor, optometry, pharmacy, physical therapy, registered nursing, veterinary medicine) ..... H
- MATHEMATICS (e.g., calculus, statistics) ..... I
- PHYSICS (e.g., astronomy, physics) ..... J
- OTHER FIELD OF STUDY ..... K



**15. During the week, how much time before or after school do you usually spend...**

*Circle ONE letter, A, B, C, D, or E, for each line.*

	<i>no time</i>	<i>less than 1 hours</i>	<i>1-2 hours</i>	<i>3-5 hours</i>	<i>more than 5 hours</i>
a) taking <extra lessons/cramming school> in mathematics? .....	A	B	C	D	E
b) taking <extra lessons/cramming school> in a science subject? .....	A	B	C	D	E
c) participating in science or mathematics clubs? .....	A	B	C	D	E
d) working at a paid job? .....	A	B	C	D	E

**16. On a normal school day, how much time do you spend before or after school doing each of these things?**

*Circle ONE letter, A, B, C, D, or E, for each line.*

	<i>no time</i>	<i>less than 1 hour</i>	<i>1-2 hours</i>	<i>3-5 hours</i>	<i>more than 5 hours</i>
a) watching television and videos .....	A	B	C	D	E
b) playing computer games .....	A	B	C	D	E
c) spending time with friends outside of school .....	A	B	C	D	E
d) doing jobs at home .....	A	B	C	D	E
e) working at a paid job .....	A	B	C	D	E
f) playing sports .....	A	B	C	D	E
g) reading a book for enjoyment .....	A	B	C	D	E
h) studying mathematics or doing mathematics homework.....	A	B	C	D	E
i) studying science or doing science homework	A	B	C	D	E
j) studying or doing homework in school subjects other than mathematics and science .....	A	B	C	D	E

**17. How often did any of these things happen last month in school?**

*Circle ONE letter, A, B, C, or D, for each line.*

	<i>never</i>	<i>once or twice</i>	<i>3-4 times</i>	<i>5 times or more</i>
a) I skipped a class. ....	A	B	C	D
b) Something of mine was stolen. ....	A	B	C	D
c) I was threatened by another student. ....	A	B	C	D
d) Some of my friends skipped classes. ....	A	B	C	D
e) Some of my friends had things stolen. ....	A	B	C	D
f) Some of my friends were threatened by other students. ....	A	B	C	D

**18. What do you think about mathematics?**

*Circle ONE letter, A, B, C, or D, for each line.*

	<i>strongly agree</i>	<i>agree</i>	<i>disagree</i>	<i>strongly disagree</i>
a) I enjoy learning mathematics. ....	A	B	C	D
b) Mathematics is boring. ....	A	B	C	D
c) Mathematics is an easy subject. ....	A	B	C	D
d) Mathematics is important to everyone's life. ....	A	B	C	D
e) I would like a job that involved using mathematics ....	A	B	C	D

**19. How much do you like...***Circle ONE letter, A, B, C, D, or E, for each line.*

	<i>dislike a lot</i>	<i>dislike</i>	<i>like</i>	<i>like a lot</i>	<i>have not studied</i>
a) mathematics? .....	A	B	C	D	E
b) biological science? .....	A	B	C	D	E
c) chemistry? .....	A	B	C	D	E
d) earth science? .....	A	B	C	D	E
e) physics? .....	A	B	C	D	E

**20. To do well in mathematics at school a person needs...***Circle ONE letter, A, B, C, or D, for each line.*

	<i>strongly agree</i>	<i>agree</i>	<i>disagree</i>	<i>strongly disagree</i>
a) lots of natural <talent/ability>. ....	A	B	C	D
b) good luck. ....	A	B	C	D
c) lots of hard work studying at home. ....	A	B	C	D
d) to memorize the textbook or notes. ....	A	B	C	D

**21. To do well in the sciences at school a person needs...***Circle ONE letter, A, B, C, or D, for each line.*

	<i>strongly agree</i>	<i>agree</i>	<i>disagree</i>	<i>strongly disagree</i>
a) lots of natural <talent/ability>. ....	A	B	C	D
b) good luck. ....	A	B	C	D
c) lots of hard work studying at home. ....	A	B	C	D
d) to memorize the textbook or notes. ....	A	B	C	D

**22. How well have you usually done in mathematics and the sciences at school?***Circle ONE letter, A, B, C, or D, for each line.*

	<i>strongly agree</i>	<i>agree</i>	<i>disagree</i>	<i>strongly disagree</i>
a) I have usually done well in mathematics. ....	A	B	C	D
b) I have usually done well in the sciences. ....	A	B	C	D

**23. How often do you use any of the following at school, home or any other place?***Circle ONE letter, A, B, C, or D, for each line.*

	<i>daily</i>	<i>weekly</i>	<i>monthly</i>	<i>rarely or never</i>
a) calculator. ....	A	B	C	D
b) desktop computer .....	A	B	C	D
c) computer terminal .....	A	B	C	D
d) video tapes or video disc machine .....	A	B	C	D
e) electronic mail .....	A	B	C	D

**NRC NOTE:** This question may be omitted if your system has tracks but the information is known from the sampling design or otherwise available. If your system does not have tracks, you may omit the question, or preferably use it to obtain information about the different emphases students have, e.g, college preparatory, general or basic, occupational or vocational, etc.

**24. Which of the following best describes the <program/track> you are in at school?***Circle ONE letter, A, B, C, D, E, or F.*

<country-specific #1> .....	A
<country-specific #2> .....	B
<country-specific #3> .....	C
<country-specific #4> .....	D
<country-specific #5> .....	E
<country-specific #6> .....	F

---

**NRC Note: Countries must provide a list of the course options available to students in subject-matter areas specified in Questions 25 to 29. Courses should include those used to define the specialist groups in mathematics and physics for Population 3. Questions 25-29 may be omitted if this information is known from the sampling design, or is otherwise available.**

**25. What is the most advanced course that you have taken in Mathematics?**

*Circle ONE letter, A, B, C, or D.*

- <Country specific> ..... A  
<Country specific> ..... B  
<Country specific> ..... C  
<Country specific> ..... D

---

**26. What is the most advanced course that you have taken in Physics?**

*Circle ONE letter, A, B, or C.*

- I never studied Physics ..... A  
<Country specific> ..... B  
<Country specific> ..... C

---

**27. What is the most advanced course that you have taken in Chemistry?**

*Circle ONE letter, A, B, or C.*

- I never studied Chemistry ..... A  
<Country specific> ..... B  
<Country specific> ..... C

---

**28. What is the most advanced course that you have taken in Biology?**

*Circle ONE letter, A, B, or C.*

- I never studied Biology ..... A  
<Country specific> ..... B  
<Country specific> ..... C
- 

**29. What is the most advanced course that you have taken in <Earth Science/ Geography>?**

*Circle ONE letter, A, B, or C.*

- I never studied <Earth Science/Geography> ..... A  
<Country specific> ..... B  
<Country specific> ..... C
- 

**30a. Are you currently taking a mathematics course?**

*Circle either A or B.*

- Yes ..... A  
No ..... B

**30b. If so, how many mathematics <classes/periods> do you usually have each week?**

*Write in the number of periods.*

\_\_\_\_\_

**30c. How many minutes are there in each mathematics <class/period>?**

*Write in the number of minutes.*

\_\_\_\_\_

**Complete items 31 and 32 with respect to the mathematics course you are currently taking. If you are not currently taking a mathematics course, complete these items with respect to the most recent mathematics course you have taken.**

**31. In your mathematics lessons, how often are you asked to do the following?**

*Circle ONE letter, A, B, C, or D, for each line.*

	<i>never or almost never</i>	<i>some lessons</i>	<i>most lessons</i>	<i>every lesson</i>
a) Explain the reasoning behind an idea. ....	A	B	C	D
b) Represent and analyze relationships using tables, charts, or graphs. ....	A	B	C	D
c) Work on problems for which there is no immediately obvious method of solution. ....	A	B	C	D
d) Write equations to represent relationships. ....	A	B	C	D
e) Solve equations. ....	A	B	C	D
f) Practice computational skills. ....	A	B	C	D
g) Apply models to data. ....	A	B	C	D
h) Memorize rules and procedures. ....	A	B	C	D
i) Apply mathematics to everyday problems. ....	A	B	C	D
j) Copy notes from the <board>. ....	A	B	C	D
k) Use computers to solve exercises or problems ....	A	B	C	D
l) Watch the teacher demonstrate how to do mathematical problems or procedures. ....	A	B	C	D
m) Begin your homework before the class ends. ....	A	B	C	D

**NRC Note: For Questions 32a—32e: Insert the titles of the five most widely used mathematics textbooks. If possible, list those used in the TIMSS curriculum analysis.**

**32. Do you use a textbook in your mathematics class?**

*Circle either A or B.*

- YES ..... A  
 NO ..... B

**If yes, do you use the following textbooks?**

*Circle either A or B for each line.*

- |                                 | <i>Yes</i> | <i>No</i> |
|---------------------------------|------------|-----------|
| a) <COUNTRY SPECIFIC TEXT>..... | A          | B         |
| b) <COUNTRY SPECIFIC TEXT>..... | A          | B         |
| c) <COUNTRY SPECIFIC TEXT>..... | A          | B         |
| d) <COUNTRY SPECIFIC TEXT>..... | A          | B         |
| e) <COUNTRY SPECIFIC TEXT>..... | A          | B         |

**33. How often is mathematics homework assigned to you?**

*Circle one letter, A, B, C, D or E.*

- never ..... A  
 less than once a week..... B  
 once or twice a week ..... C  
 3 or 4 times a week ..... D  
 every day ..... E

**34. Are you currently taking any of the following science courses?**

*Circle A or B for each line.*

- |                              | <i>Yes</i> | <i>No</i> |
|------------------------------|------------|-----------|
| a) Physics.....              | A          | B         |
| b) Chemistry.....            | A          | B         |
| c) Biology.....              | A          | B         |
| d) Earth Science.....        | A          | B         |
| e) Other Science Course..... | A          | B         |



**Complete items 36 and 37 with respect to the physics course you are currently taking. If you are not currently taking a physics course, complete these items with respect to a science course you are currently taking. If you are not currently taking any science, complete these items with respect to the most recent science course you have taken.**

**35a. For which science subject are you completing Questions 36 and 37?**

*Circle ONE letter, A, B, C, D, or E.*

- Physics ..... A
- Chemistry ..... B
- Biology ..... C
- Earth Science ..... D
- Other Science Course ..... E

**35b. If this is a course you are currently taking, how many <classes/periods> do you usually have each week for that course, including laboratory work?**

*Write in the number of periods.*

\_\_\_\_\_

**35c. How many minutes are there in each <class/period> for this course?**

*Write in the number of minutes.*

\_\_\_\_\_

**36. In your Physics (or science) lessons, how often are you asked to do the following?**

*Circle ONE letter, A, B, C, or D, for each line.*

- |  | <i>never or<br/>almost<br/>never</i> | <i>some<br/>lessons</i> | <i>most<br/>lessons</i> | <i>every<br/>lesson</i> |
|--|--------------------------------------|-------------------------|-------------------------|-------------------------|
| a) Explain the reasoning behind an idea. ....  | A                                    | B                       | C                       | D                       |
| b) Represent and analyze relationships using tables, charts, or graphs. ....           | A                                    | B                       | C                       | D                       |
| c) Work on problems for which there is no immediately obvious method of solution. .... | A                                    | B                       | C                       | D                       |
| d) Write explanations about what was observed and why it happened. ....                | A                                    | B                       | C                       | D                       |
| e) Put events or objects in order and give a reason for the organization. ....         | A                                    | B                       | C                       | D                       |
| f) Apply models to data. ....  | A                                    | B                       | C                       | D                       |
| g) Apply science to everyday problems. ....  | A                                    | B                       | C                       | D                       |
| h) Conduct laboratory experiments. ....  | A                                    | B                       | C                       | D                       |
| i) Collect and organize data in the classroom or laboratory. ....                      | A                                    | B                       | C                       | D                       |
| j) Go on a field trip to collect data. ....  | A                                    | B                       | C                       | D                       |
| k) Copy notes from the <board>. ....   | A                                    | B                       | C                       | D                       |
| l) Use computer to solve exercises or problems .....                                   | A                                    | B                       | C                       | D                       |
| m) Watch the teacher demonstrate scientific concepts. ....                             | A                                    | B                       | C                       | D                       |
| n) Begin your homework before the class ends. ....                                     | A                                    | B                       | C                       | D                       |

**NRC Note: For Questions 37a—37e: Insert the titles of the five most widely used science textbooks. If possible, list those used in the TIMSS curriculum analysis.**

**37. Do you use a textbook in your physics (or science) class?**

*Circle either A or B.*

- YES ..... A  
 NO ..... B

*Circle A or B for each line.*

**If yes, do you use the following textbooks?**

- |                                  | <i>Yes</i> | <i>No</i> |
|----------------------------------|------------|-----------|
| a) <COUNTRY SPECIFIC TEXT> ..... | A          | B         |
| b) <COUNTRY SPECIFIC TEXT> ..... | A          | B         |
| c) <COUNTRY SPECIFIC TEXT> ..... | A          | B         |
| d) <COUNTRY SPECIFIC TEXT> ..... | A          | B         |
| e) <COUNTRY SPECIFIC TEXT> ..... | A          | B         |

**38. How often is Physics (or science) homework assigned to you?**

*Circle ONE letter, A, B, C, D, or E.*

- never ..... A  
 less than once a week ..... B  
 once or twice a week ..... C  
 3 or 4 times a week ..... D  
 every day ..... E

**NRC Note: Questions 39 and 40 are optional.**

**39. Are you repeating the <grade level> in which you are currently enrolled?**

*Circle either A or B.*

YES ..... A

NO ..... B

---

**40. Have you ever completed any other final-year <tracks/programs of study>?**

*Circle either A or B.*

YES ..... A

NO ..... B

**If yes, please specify:** \_\_\_\_\_

# STOP

**There are no more questions on this booklet**

If you have finished answering this booklet before the time is over then you may go back and review your answers. Thank you for taking the time to answer these questions carefully.

# Section 2



### Identification Label

Stratum ID:

School ID:

IEA Third International Mathematics and Science Study

---

## School Questionnaire Population 3

Your school has been selected to participate in the Third International Mathematics and Science Study (TIMSS), an educational research project sponsored by the International Association for the Evaluation of Educational Achievement (IEA). TIMSS is investigating student achievement in mathematics and science in over fifty educational systems around the world. It is designed to measure and interpret differences in national educational systems in order to help improve the teaching and learning of mathematics and science worldwide.

This school 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 the school system 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. It is estimated that it will require approximately 60 minutes to complete this questionnaire.

When you have completed the questionnaire, please place it in the accompanying envelope and return it to:

<Insert country-specific information here>.

Your cooperation in completing this questionnaire is greatly appreciated.

---

TIMSS Study Center  
Boston College  
Chestnut Hill, MA 02167  
USA

(Institute Address)

Doc. Ref.: ICC910/NRC443  
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**1. In what type of community is your school located?**
*Check one box only.*

- A geographically isolated area .....
- Village or rural (farm) area .....
- On the outskirts of a town/city .....
- Close to the center of a town/city .....
- 

**2. Which of the following grade levels are found in your school?**

&lt;List only country-specific grades and their appropriate designations.&gt;

*Check one box in each line.*

- |                             | <i>Yes</i>               | <i>No</i>                |
|-----------------------------|--------------------------|--------------------------|
| a) <Pre-kindergarten> ..... | <input type="checkbox"/> | <input type="checkbox"/> |
| b) <Kindergarten> .....     | <input type="checkbox"/> | <input type="checkbox"/> |
| c) <Grade 1> .....          | <input type="checkbox"/> | <input type="checkbox"/> |
| d) <Grade 2> .....          | <input type="checkbox"/> | <input type="checkbox"/> |
| e) <Grade 3> .....          | <input type="checkbox"/> | <input type="checkbox"/> |
| f) <Grade 4> .....          | <input type="checkbox"/> | <input type="checkbox"/> |
| g) <Grade 5> .....          | <input type="checkbox"/> | <input type="checkbox"/> |
| h) <Grade 6> .....          | <input type="checkbox"/> | <input type="checkbox"/> |
| i) <Grade 7> .....          | <input type="checkbox"/> | <input type="checkbox"/> |
| j) <Grade 8> .....          | <input type="checkbox"/> | <input type="checkbox"/> |
| k) <Grade 9> .....          | <input type="checkbox"/> | <input type="checkbox"/> |
| l) <Grade 10> .....         | <input type="checkbox"/> | <input type="checkbox"/> |
| m) <Grade 11> .....         | <input type="checkbox"/> | <input type="checkbox"/> |
| n) <Grade 12> .....         | <input type="checkbox"/> | <input type="checkbox"/> |
| o) <Grade 13> .....         | <input type="checkbox"/> | <input type="checkbox"/> |
-



**3. How many of the following are on the staff of your school?**

*For each type of position listed, provide the number of full-time equivalents (FTEs) present in your school. For example, one full-time (100% time) teacher represents 1 FTE; one part-time (50% time) teacher represents .5 FTE. A staff member who teaches 50% time and functions as an assistant principal for the remaining 50% represents .5 FTE teacher and .5 FTE assistant principal. Write in 0 (zero) if there are no such positions in your school. If this information is not readily available, please make the best estimate possible.*

	<b>Number of FTEs</b>
a) Principals .....	_____
b) Assistant principals .....	_____
c) Department heads .....	_____
d) <Classroom Teachers> .....	_____
e) Teacher aides .....	_____

**4a. How many individual full-time teachers are there in your school?**

*Write in a **number**. Write 0 (zero) if none*

\_\_\_\_\_

**4b. How many individual part-time teachers are there in your school?**

*Write in a **number**. If this information is not readily available, please make the best estimate possible.*

\_\_\_\_\_

**5. What percentage of the teachers have been at your school for 5 or more years?**

*Please indicate a **percentage**. Write 0 (zero) if none. If this information is not readily available, please make the best estimate possible.*

\_\_\_\_\_%

**6. How many of the teachers in your school teach <the most advanced mathematics>?**

*Write a number.  
Write 0 (zero) if none*

\_\_\_\_\_

**7. What percentage of <the most advanced mathematics> teachers are assigned...**

*Please indicate a percentage. Write 0 (zero) if none.*

- a) all of their teaching load in mathematics ..... \_\_\_\_\_ %
- b) at least half but not all of their teaching load in mathematics ..... \_\_\_\_\_ %
- c) less than half of their teaching load in mathematics ..... \_\_\_\_\_ %

**8. How many of the teachers in your school teach <the most advanced Physics>?**

*Write a number.  
Write 0 (zero) if none*

\_\_\_\_\_

**9. What percentage of <the most advanced Physics> teachers are assigned...**

- a) all of their teaching load in Physics ..... \_\_\_\_\_ %
- b) at least half but not all of their teaching load in Physics ..... \_\_\_\_\_ %
- c) less than half of their teaching load in Physics ..... \_\_\_\_\_ %

**10. What percentage of <TARGET GRADE> mathematics teachers have university level certification in mathematics?**

*Please indicate a percentage. Write 0 (zero) if none.*

\_\_\_\_\_ %

**11. What percentage of <TARGET GRADE> science teachers have university level certification in a science subject?**

*Please indicate a percentage. Write 0 (zero) if none.*

\_\_\_\_\_ %

**12. In your opinion, is your school's capacity to provide instruction affected by a shortage or inadequacy of any of the following?**

*Check one box in each line.*

	<i>none</i>	<i>a little</i>	<i>some</i>	<i>a lot</i>	<i>not applicable</i>
a) Availability of suitably qualified mathematics teachers .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Availability of suitably qualified physics teachers .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Instructional materials (e.g., textbooks) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Budget for supplies (e.g., paper, pencils) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) School buildings and grounds .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Heating/cooling and lighting systems .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Instructional space (e.g., classrooms) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Special equipment for handicapped students .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Computers for mathematics instruction .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Computer software for mathematics instruction .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Calculators for mathematics instruction .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Library materials relevant to mathematics instruction .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Audio-visual resources for mathematics instruction ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Science laboratory equipment and materials .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) Computers for science instruction .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p) Computer software for science instruction .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q) Calculators for science instruction .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r) Library materials relevant to science instruction .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s) Audio-visual resources for science instruction .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**13. As principal of this school, about how many hours per month do you usually spend on each of the following activities?**

*Please indicate the approximate number of hours for each item. Please write 0 (zero) if no time is spent on an activity.*

	<i>hours per month</i>
a) Representing the school in the community .....	_____
b) Representing the school at official meetings .....	_____
c) Internal administrative tasks (e.g., regulations, school budget, timetable) .....	_____
d) Teaching (including preparation) .....	_____
e) Giving a demonstration lesson .....	_____
f) Discussing educational objectives with teachers .....	_____
g) Initiating curriculum revision and/or planning .....	_____
h) Talking with parents .....	_____
i) Counseling and disciplining of students .....	_____
j) Responding to requests from <district>, <state>, or <national> education officials .....	_____
k) Hiring teachers .....	_____
l) Training teachers .....	_____
m) Professional development activities .....	_____
n) Other activities .....	_____

**14. With regard to your school, who has primary responsibility for each of the following activities?**

*Check one box in each line.*

	<i>not a school responsibility</i>	<i>&lt;school's governing board&gt;</i>	<i>&lt;department principal</i>	<i>head&gt;</i>	<i>teachers</i>
a) Hiring teachers .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Establishing disciplinary policies .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Establishing student grading policies .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Formulating the school budget .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Purchasing supplies .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Placing students in classes .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Assigning teachers to classes .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Determining which textbooks are used .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Establishing homework policies .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Determining teacher salaries .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Establishing community relationships .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Communicating with students' families .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Determining course content .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Deciding which courses are offered ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**15. How much influence do each of the following have in determining the curriculum that is taught in your school?**

*Check one box in each line.*

	<i>none</i>	<i>a little</i>	<i>some</i>	<i>a lot</i>
a) <National Curriculum Council> .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) <National Subject Association> .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) <Educational region or district> .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) <School governing board> .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Principal/head of school .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Teachers (collectively for the school).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Teachers (of same subject) as a group .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Each teacher individually .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Parents .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Students .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Church/religious groups .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Business community .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Textbook publishers .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) External examinations/standardized tests .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) Teacher unions .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**16. Does your school have its own written statement of the curriculum content to be taught (i.e., other than the national or regional curriculum guides)?**

*Check one box in each line.*

	<i>Yes</i>	<i>No</i>
a) For mathematics .....	<input type="checkbox"/>	<input type="checkbox"/>
b) For science .....	<input type="checkbox"/>	<input type="checkbox"/>

**17a. About how often does the school administration or staff have to deal with the following behaviors among <TARGET GRADE> students?**

**17b. To what extent do these behaviors present a problem in your school?**

*Check one box for Frequency and one box for Severity on each line.*

	Frequency in your school				Severity of Problem in your school		
	rarely	monthly	weekly	daily	not a problem	minor problem	serious problem
a) arriving late at school .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) absenteeism (i.e., unjustified absences) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) skipping class <hours/periods> .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) violating dress code .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) classroom disturbance .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) cheating .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) profanity .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) vandalism .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) theft .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) intimidation or verbal abuse of other students .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) physical injury to other students .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) intimidation or verbal abuse of teachers or staff .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) physical injury to teachers or staff .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) <tobacco use/possession> .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) <alcohol use/possession> .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p) <illegal drug use/possession> .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q) <weapon use/possession> .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r) <inappropriate sexual behavior> ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**18. How important are each of the following factors in deciding which <PROGRAM/TRACK> <TARGET-GRADE> students follow?**

*Check one box in each line.*

	<i>not important</i>	<i>somewhat important</i>	<i>moderately important</i>	<i>very important</i>	<i>not applicable</i>
a) academic performance .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) performance on a standardized test .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) performance on an entrance examination .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) performance on an oral examination .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) teacher recommendations .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) parental wishes .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) the student's own wishes .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) curricular requirements .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**19. The students in your school:**

*Write in the answer for each of the following. Write 0 (zero) if there are none.*

	<i>boys</i>	<i>girls</i>
a) What is the total school enrollment (number of students)?	_____	_____
b) On a typical school day, what percentage of students are absent from school for any reason? .....	_____	%
c) About what percentage of students who begin the year in your school also finish the year in your school? .....	_____	%
d) About what percentage of the students in your school transfer into your school after the beginning of the school year? .....	_____	%



**NRC NOTE:** There are 3 different approaches to complete item 20 with country-specific information. The approach you choose is dependent upon your system (i.e., whether or not tracks exist) and the type of sampling plan (i.e., special case in which one type of track is defined as a sampling strata). These three approaches are:

- 1) If your system has no tracks, list here the mathematics and science courses available to different groups of students including those that define the specialist groups for Population 3.
- 2) If your schools contain different tracks, list here the major tracks. The tracks which you list must include those which define the specialist groups in mathematics and physics for Population 3 in your system.
- 3) In the special case in which one vocational track has been defined as a sampling strata and schools are then randomly selected, different versions of the School Questionnaire may be prepared for each of the sampled tracks/strata. List here the <course offerings> appropriate for the specific sampled track/strata.

See Accompanying Notes for further detail.

**20. Which of the following <programs/tracks/course combinations> are available to <TARGET GRADE> students in your school?**

*Check one box in each line.*

- |                             | <i>Yes</i>               | <i>No</i>                |
|-----------------------------|--------------------------|--------------------------|
| a) <PROGRAM/TRACK> #1 ..... | <input type="checkbox"/> | <input type="checkbox"/> |
| b) <PROGRAM/TRACK> #2 ..... | <input type="checkbox"/> | <input type="checkbox"/> |
| c) <PROGRAM/TRACK> #3 ..... | <input type="checkbox"/> | <input type="checkbox"/> |
| d) <PROGRAM/TRACK> #4 ..... | <input type="checkbox"/> | <input type="checkbox"/> |
| e) <PROGRAM/TRACK> #5 ..... | <input type="checkbox"/> | <input type="checkbox"/> |
| f) <PROGRAM/TRACK> #6 ..... | <input type="checkbox"/> | <input type="checkbox"/> |

**21. In order to <graduate/finish school> students are required to ...**

*If the graduation requirement is the same for <TARGET GRADE> students in every <PROGRAM/TRACK> at your school, check the box to the right and respond only to questions under the column for <PROGRAM/TRACK> #1 .....*

*Check as many as apply in each*

*column.*

	<b>&lt;PROGRAM/TRACK&gt;</b>					
	<b>#1</b>	<b>#2</b>	<b>#3</b>	<b>#4</b>	<b>#5</b>	<b>#6</b>
a) pass a comprehensive (multi-subject) examination .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) pass an examination in mathematics ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) pass an examination in science .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) maintain a certain standard of performance (e.g., grade point average)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) accumulate a certain amount of credit/course work .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) attend a specified number of years .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) reach a certain age .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) pass an oral examination .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**22. In your school:** *If the instructional time is the same for <TARGET GRADE> students in every <PROGRAM/TRACK> at your school, check the box to the right and respond only to questions under the column for <PROGRAM/TRACK> #1* .....

	<i>&lt;PROGRAM/TRACK&gt;</i>					
	<i>#1</i>	<i>#2</i>	<i>#3</i>	<i>#4</i>	<i>#5</i>	<i>#6</i>
a) How many instructional days are in the Math/Science school year? .....	_____	_____	_____	_____	_____	_____
	<i>days</i>					
b) How many <b>full</b> instructional days (over 4 hours) are there in the school week? .....	_____	_____	_____	_____	_____	_____
	<i>days</i>					
c) How many <b>half</b> instructional days (4 hours or less) are there in the school week? .....	_____	_____	_____	_____	_____	_____
	<i>half-days</i>					
d) How many hours <b>in total</b> are there in the school week? (include lunch breaks, study hall time, and after school activities) .....	_____	_____	_____	_____	_____	_____
	<i>hours</i>					
e) How many <b>instructional</b> hours are there in the school week? (exclude lunch breaks, study hall time, and after school activities) .....	_____	_____	_____	_____	_____	_____
	<i>hours</i>					

**NRC NOTE:** In light of the information gathered above, create an additional question from which we can construct the number of instructional minutes for the entire year. This information is needed for each <program/track> listed. For example, the following two questions could be used to obtain this information in the U.S. system.

	<i>&lt;PROGRAM/TRACK&gt;</i>					
	<i>#1</i>	<i>#2</i>	<i>#3</i>	<i>#4</i>	<i>#5</i>	<i>#6</i>
a) How many <b>instructional</b> periods are there in a week? .....	_____	_____	_____	_____	_____	_____
	<i>periods</i>					
b) How many minutes is a typical instructional period? .....	_____	_____	_____	_____	_____	_____
	<i>minutes</i>					

**THANK YOU** for your thought, time, and effort  
in answering these questions

# Section 3

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## CALCULATOR USE SURVEY

1. Did you use a calculator in answering any of the questions in this booklet?
- A. YES
  - B. NO

**If you did not use a calculator, then you have finished this survey. Thank you. If you used a calculator, please answer each of the following questions.**

2. The calculator I used was...
- A. Simple – basic functions only (+, −, ×, ÷, % or  $\sqrt{\quad}$ ), without functions like log, sin, cos.
  - B. Scientific – basic functions (+, −, ×, ÷, % or  $\sqrt{\quad}$ ) and also functions like log, sin, cos.
  - C. Programmable – scientific, also able to store and run short programs
  - D. Graphic – scientific or programmable, also able to display some graphs
3. In doing the questions I estimate that I used the calculator
- A. very little (for fewer than 5 questions).
  - B. somewhat (for between 5 and 10 questions).
  - C. quite a lot (for more than 10 questions).
4. The brand name and model of the calculator I used is:
- \_\_\_\_\_

**Thank you for taking the time to answer these questions carefully.**