

DRAFT

Identification Label

School ID:

School Name:

OMB # to go here

TIMSS 2011

Field Test Version

School Questionnaire

Grade 4

National Center for Education Statistics
U.S. Department of Education
1990 K St., NW
Washington, DC 20006



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

School Questionnaire

Your school has agreed to participate in TIMSS 2011 (Trends in International Mathematics and Science Study), an educational research project sponsored by the International Association for the Evaluation of Educational Achievement (IEA). TIMSS measures trends in student achievement in mathematics and science, and studies differences in national education systems in more than 60 countries in order to help improve teaching and learning worldwide.

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

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

Since TIMSS is an international study and all countries are using the same questionnaire, you may find that some of the questions seem unusual or are not entirely relevant to you or schools in the United States. Nevertheless, it is important that you do your best to answer all of the questions so comparisons can be made across countries in the study.

It is estimated that you will need approximately 30 minutes to complete this questionnaire. We appreciate the time and effort that this takes and thank you for your cooperation and contribution.

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

NCES is authorized to collect information from this questionnaire under the Education Sciences Reform Act of 2002 (Public Law 107-279, Section 153). You do not have to provide the information requested. However, the information you provide will help the U.S. Department of Education's ongoing efforts to understand better how the educational system in the United States compares to that in other countries. There are no penalties should you choose not to participate in this study. Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose (Public Law 107-279, Section 183 and Title V, subtitle A of the E-Government Act of 2002 (P.L. 107-347)). Your responses will be combined with those from other participants to produce summary statistics and reports.

This survey is estimated to take an average of 30 minutes, including time for reviewing instructions, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to: Stephen Provasnik, National Center for Education Statistics, U.S. Department of Education, 1990 K Street NW, Room 9034, Washington, DC 20006-5650. Do not return the completed form to this address.

Thank you.

TIMSS 2011

1

What is the total enrollment of students in your school as of March 1, 2010?

_____ students
Write in a number.

2

What is the total enrollment of **fourth-grade** students in your school as of March 1, 2010?

_____ students
Write in a number.

3

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

Check **one** circle only.

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

B. Which best characterizes the average income level of the school's immediate area?

Check **one** circle only.

- High ---
- Medium ---
- Low ---

4

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

Check **one** circle for each line.

- 0 to 10%
11 to 25%
26 to 50%
More than 50%
- a) Come from economically disadvantaged homes ----- --- --- ---
- b) Come from economically affluent homes ----- --- --- ---

5

Approximately what percentage of students in your school have English as their native language?

Check **one** circle only.

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

Instructional Time

6

For the fourth-grade students in your school:

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

_____ days
Write in the number.

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

_____ hours and _____ minutes
Write in the number of hours and minutes.

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

Check **one** circle only.

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

Please specify _____

Resources and Technology

7

What is the total number of computers that can be used for instructional purposes by fourth-grade students?

_____ computers
Write in the number.

8

Does your school have a science laboratory that can be used by fourth-grade students?

Check **one** circle only.

Yes---

No---

9

Does your school have a school library?

Check **one** circle only.

Yes---

No---

(If No, go to #10)

If Yes,

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

Check **one** circle only.

- 250 or fewer---
- 251-500---
- 501-2,000---
- 2,001-5,000---
- 5,001-10,000---
- More than 10,000---

B. Approximately how many titles of magazines and other periodicals does your school library have?

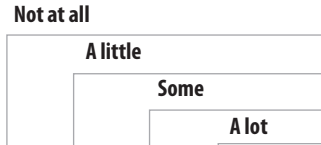
Check **one** circle only.

- 0---
- 1-5---
- 6-10---
- 11-30---
- 31 or more---

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

Check **one** circle for each line.

Check **one** circle for each line.



A. General School Resources

- a) Second language teachers ----- -- -- --
- b) Instructional materials (e.g., textbooks) ----- -- -- --
- c) Supplies (e.g., papers, pencils) ----- -- -- --
- d) School buildings and grounds ----- -- -- --
- e) Heating/cooling and lighting systems ----- -- -- --
- f) Instructional space (e.g., classrooms) ----- -- -- --
- g) Technologically competent staff ----- -- -- --
- h) Special equipment for physically disabled students --- -- -- --
- i) Computers for instruction ----- -- -- --

B. Resources for Reading Instruction

- a) Teachers with a specialization in reading ----- -- -- --
- b) Computer software for reading instruction ----- -- -- --
- c) Library books ----- -- -- --
- d) Audio-visual resources for reading instruction ----- -- -- --

C. Resources for Mathematics Instruction

- a) Teachers with a specialization in mathematics ----- -- -- --
- b) Computer software for mathematics instruction ----- -- -- --
- c) Library materials relevant to mathematics instruction ---- -- -- --
- d) Audio-visual resources for mathematics instruction ----- -- -- --
- e) Calculators for mathematics instruction ----- -- -- --

D. Resources for Science Instruction

- a) Teachers with a specialization in science ----- -- -- --
- b) Computer software for science instruction ----- -- -- --
- c) Library materials relevant to science instruction ----- -- -- --
- d) Audio-visual resources for science instruction ----- -- -- --
- e) Calculators for science instruction ----- -- -- --
- f) Science equipment and materials ----- -- -- --

A. How often does your school do the following for parents concerning individual students?

Check **one** circle for each line.

- | | | | | |
|--|-----------------------|-----------------------|-----------------------|--------------------------|
| | Never | Once a year | 2-3 times a year | More than 3 times a year |
| a) Inform parents about their child's learning progress ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Inform parents about the behavior and well-being of their child at school ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Discuss parents' concerns or wishes about their child's learning ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) Support individual parents in helping their child with schoolwork ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

B. How often does your school ask parents to do the following?

Check **one** circle for each line.

- | | | | | |
|--|-----------------------|-----------------------|-----------------------|--------------------------|
| | Never | Once a year | 2-3 times a year | More than 3 times a year |
| a) Ask parents to raise funds for the school ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Ask parents to volunteer for school projects, programs, and trips ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Ask parents to serve on school committees ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

C. How often does your school do the following for parents in general?

Check **one** circle for each line.

- | | | | | |
|--|-----------------------|-----------------------|-----------------------|--------------------------|
| | Never | Once a year | 2-3 times a year | More than 3 times a year |
| a) Inform parents about the overall academic achievement of the school (e.g., results of national tests, results of inspections of learning) ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Inform parents about school accomplishments (e.g., tournament results, facility improvements) ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Inform parents about the educational goals and pedagogic principles of the school ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) Inform parents about the rules of the school ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) Discuss parents' concerns or wishes about the school's organization (e.g., rules and regulations, time tables, safety measures) ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) Provide parents with additional learning materials (e.g., books, computer software) for their child to use at home ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g) Organize workshops or seminars for parents on learning or pedagogical issues ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

12

How would you characterize each of the following within your school?

Check **one** circle for each line.

	Very high	High	Medium	Low	Very low
a) Teachers' job satisfaction-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Teachers' understanding of the school's curricular goals-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Teachers' degree of success in implementing the school's curriculum-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Teachers' expectations for student achievement-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Parental support for student achievement-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Parental involvement in school activities-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Students' regard for school property-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Students' desire to do well in school-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13

A. To what degree is each of the following a problem among fourth-grade students in your school?

Check **one** circle for each line.

	Not a problem	Minor problem	Moderate problem	Serious problem
a) Arriving late at school-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Absenteeism (i.e., unjustified absences)-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Classroom disturbance-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Cheating-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Profanity-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Vandalism-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Theft-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Intimidation or verbal abuse among students (including texting, emailing, etc.)-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) Physical fights among students-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) Intimidation or verbal abuse of teachers or staff (including texting, emailing, etc.)-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Check **one** circle for each line.

	Not a problem	Minor problem	Moderate problem	Serious problem
a) Arriving late or leaving early---	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Absenteeism-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14

In your school, are any of the following used to evaluate the practice of fourth-grade teachers?

Check **one** circle for each line.

- | | | |
|---|-----------------------|-----------------------|
| | Yes | No |
| a) Observations by the principal or senior staff ----- | <input type="radio"/> | <input type="radio"/> |
| b) Observations by inspectors or other persons external to the school ----- | <input type="radio"/> | <input type="radio"/> |
| c) Student achievement ----- | <input type="radio"/> | <input type="radio"/> |
| d) Teacher peer review ----- | <input type="radio"/> | <input type="radio"/> |

15

Do fourth-grade teachers in your school have an opportunity to participate in a mentoring program?

Check **one** circle only.

- Yes ---
- No ---

16

Do the fourth-grade students in your school have separate teachers for any of the core subjects?

Check **one** circle for each line.

- | | | |
|----------------------|-----------------------|-----------------------|
| | Yes | No |
| a) English ----- | <input type="radio"/> | <input type="radio"/> |
| b) Mathematics ----- | <input type="radio"/> | <input type="radio"/> |
| c) Science ----- | <input type="radio"/> | <input type="radio"/> |

17

During the past year, approximately how much time have you spent on the following school leadership activities in your role as a school principal?

Check **one** circle for each line.

- | | | | |
|---|-----------------------|-----------------------|-----------------------|
| | No time | Some time | A lot of time |
| a) Promoting the school's educational vision or goals ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Developing the school's curricular and educational goals ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Monitoring teachers' implementation of the school's educational goals in their teaching ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) Monitoring students' learning progress to ensure that the school's educational goals are reached ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) Teaching some classes to understand your students and their problems ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) Keeping an orderly atmosphere in the school ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g) Ensuring that there are clear rules for student behavior ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h) Addressing disruptive student behavior ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i) Creating a climate of trust among teachers ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j) Initiating a discussion to help teachers who have problems in the classroom ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k) Advising teachers who have questions or problems with their teaching ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| l) Visiting other schools or attending educational conferences for new ideas ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| m) Initiating educational projects or improvements ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| n) Participating in professional development activities specifically for school principals ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

18

About how many of the students in your school can do the following when they begin primary school?

Check **one** circle for each line.

	Less than 25%	25-50%	51-75%	More than 75%
a) Recognize most of the letters of the alphabet -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Read some words -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Read sentences -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Write letters of the alphabet -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Write some words -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Count up to 100 or higher -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Recognize all 10 written numerals from 1-10 -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Write all 10 numerals from 1-10 -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19

At which grade do the following reading skills and strategies **first** receive a **major emphasis** in instruction in your school?

Check **one** circle for each line.

	First grade or earlier	Second grade	Third grade	Fourth grade	Not in these grades
a) Knowing letters of the alphabet -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Knowing letter-sound relationships -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Reading words -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Reading isolated sentences -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Reading connected text -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Locating information within the text -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Identifying the main ideas of what they have read -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Explaining or supporting their understanding of what they have read -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) Comparing what they have read with experiences they have had -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) Comparing what they have read with other things they have read -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k) Making predictions about what will happen next in the text they are reading -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l) Making generalizations and drawing inferences based on what they have read -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m) Describing the style or structure of the text they have read -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n) Determining the author's perspective or intention -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20

Compared with other areas of the curriculum (e.g., mathematics and science), how much emphasis does your school place on teaching the following language and literacy skills to students in grades 1 to 4?

Check **one** circle for each line.

More emphasis
Same emphasis
Less emphasis

a) Reading ----- -- --

b) Writing (not handwriting) ---- -- --

c) Speaking/listening
(oral language) ----- -- --

21

For students in fourth grade and below, does your school make provisions for reading instruction in mother tongue for students whose mother tongue is not English?

Check **one** circle only.

Yes---

No---

[The following questions are national options that will be added to the questionnaire. They will be formatted and appropriately placed among the existing items.]

1. Measure of school poverty

Around the first of October 2010, what percentage of students at this school were eligible to receive free or reduced-price lunches through the National School Lunch Program?

_____, percentage of students

2. Percentage of students who are LEP or ELLs

Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient/English language learners?

- 0%-----
- 1-5%-----
- 6-10%-----
- 11-25%-----
- 26-50%-----
- 51-75%-----
- 76-90%-----
- Over 90%-----

3. Type of school (school control)

What type of school is this?

- Regular public elementary, middle school-----
- A regular public school with a magnet program -----
- A magnet school or school with a special program emphasis e.g ., science/math school, performing arts school, talented/gifted school, foreign language immersion school, etc.-----
- Special education: a school that primarily serves students with disabilities-----
- Alternative: a school that offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular or special education---
- Vocational-----
- Charter school -----
- Private (independent)-----
- Private (religiously affiliated)-----
- Other -----

Thank You

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

TIMSS & PIRLS International Study Center

Lynch School of Education, Boston College

timssandpirls.bc.edu



**BOSTON
COLLEGE**

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Grade 4



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International Association
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