

Place
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Subject

Checksum

TIMSS 2011

Teacher Questionnaire Science

Grade 8

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

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Teacher 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 teachers of eighth-grade students, and seeks information about teachers' academic and professional backgrounds, classroom resources, instructional practices, and attitudes toward teaching. Since your class has been selected as part of a nationwide sample, your responses are very important in helping to describe eighth-grade education in the United States.

Some of the questions in the questionnaire refer to the "TIMSS class" or "this class". This is the class that is identified on the front of this booklet, and which will be tested as part of TIMSS in your school. If you teach some but not all of the students in the TIMSS class, please think only of the students that you teach when answering these class-specific questions. It is important that you answer each question carefully so that the information that you provide reflects your situation as accurately as possible.

Since TIMSS is an international study and all countries are using the same questionnaire, you may find that some of the questions seem unusual or are not entirely relevant to you or schools in 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 studies.

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 return it to the TIMSS school coordinator.

NCES is authorized to collect information from the 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 response 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.

If you have already completed Questions 1 through 11 in another TIMSS Science Teacher Questionnaire, please **skip to Question 12** in this Questionnaire.

TIMSS 2011

About You

1 _____

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

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

2 _____

Are you female or male?

Fill in **one** circle only.

Female --- (1)

Male --- (2)

3 _____

How old are you?

Fill in **one** circle only.

Under 25 --- (1)

25–29 --- (2)

30–39 --- (3)

40–49 --- (4)

50–59 --- (5)

60 or more --- (6)

4 _____

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

Fill in **one** circle only.

Did not complete high school --- (1)

Completed high school --- (2)

Completed a vocational/technical certificate after high school --- (3)

Completed an Associate's degree (AA) in vocational/technical program --- (4)

Completed an academic Associate's degree (AA) or Bachelor's degree --- (5)

Completed an academic Master's degree, postgraduate certificate program (e.g., teaching) or first professional degree (e.g., law, medicine, dentistry) --- (6)

Completed a doctorate (Ph.D. or Ed.D) --- (7)

5 _____

During your college or university education, what was your **major or main** area(s) of study?

Fill in **one** circle for each line.

- | | Yes | No |
|--------------------------------|-----|-----|
| a) Mathematics ----- | (1) | (2) |
| b) Biology ----- | (1) | (2) |
| c) Physics ----- | (1) | (2) |
| d) Chemistry ----- | (1) | (2) |
| e) Earth Science ----- | (1) | (2) |
| f) Education–Mathematics ----- | (1) | (2) |
| g) Education–Science ----- | (1) | (2) |
| h) Education–General ----- | (1) | (2) |
| i) Other ----- | (1) | (2) |

6

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

Fill in **one** circle for each line.

- Very high**
High
Medium
Low
Very low
- a) Teachers' job satisfaction ----- ① — ② — ③ — ④ — ⑤
- b) Teachers' understanding of the school's curricular goals ----- ① — ② — ③ — ④ — ⑤
- c) Teachers' degree of success in implementing the school's curriculum ----- ① — ② — ③ — ④ — ⑤
- d) Teachers' expectations for student achievement ----- ① — ② — ③ — ④ — ⑤
- e) Parental support for student achievement ----- ① — ② — ③ — ④ — ⑤
- f) Parental involvement in school activities ----- ① — ② — ③ — ④ — ⑤
- g) Students' regard for school property ----- ① — ② — ③ — ④ — ⑤
- h) Students' desire to do well in school ----- ① — ② — ③ — ④ — ⑤

7

Thinking about your current school, indicate the extent to which you agree or disagree with each of the following statements.

Fill in **one** circle for each line.

- Agree a lot**
Agree a little
Disagree a little
Disagree a lot
- a) This school is located in a safe neighborhood ----- ① — ② — ③ — ④
- b) I feel safe at this school ----- ① — ② — ③ — ④
- c) This school's security policies and practices are sufficient ----- ① — ② — ③ — ④
- d) The students behave in an orderly manner ----- ① — ② — ③ — ④
- e) The students are respectful of the teachers ----- ① — ② — ③ — ④

8

In your current school, how severe is each problem?

Fill in **one** circle for each line.

- Not a problem**
Minor problem
Moderate problem
Serious problem
- a) The school building needs significant repair ----- ① — ② — ③ — ④
- b) Classrooms are overcrowded -- ① — ② — ③ — ④
- c) Teachers have too many teaching hours ----- ① — ② — ③ — ④
- d) Teachers do not have adequate workspace for preparation, collaboration, or meeting with students ----- ① — ② — ③ — ④
- e) Teachers do not have adequate instructional materials and supplies ----- ① — ② — ③ — ④

9

A. Do you use computers in your teaching in any of the following ways?

Fill in **one** circle for each line.

- Yes No
- a) For preparation ----- (1) — (2)
- b) For administration ----- (1) — (2)
- c) In your classroom instruction ----- (1) — (2)

If Yes to “classroom instruction”

B. How much do you agree with the following statements about using computers in your classroom instruction?

Fill in **one** circle for each line.

- Agree a lot Agree a little Disagree a little Disagree a lot
- a) I feel comfortable using computers in my teaching ---- (1) — (2) — (3) — (4)
- b) When I have technical problems, I have ready access to computer support staff in my school ----- (1) — (2) — (3) — (4)
- c) I receive adequate support for integrating computers in my teaching activities ----- (1) — (2) — (3) — (4)

10

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

Fill in **one** circle for each line.

- Never or almost never 2 or 3 times per month 1–3 times per week Daily or almost daily
- a) Discuss how to teach a particular topic ----- (1) — (2) — (3) — (4)
- b) Collaborate in planning and preparing instructional materials ----- (1) — (2) — (3) — (4)
- c) Share what I have learned about my teaching experiences ----- (1) — (2) — (3) — (4)
- d) Visit another classroom to learn more about teaching - (1) — (2) — (3) — (4)
- e) Work together to try out new ideas ----- (1) — (2) — (3) — (4)

11

How much do you agree with the following statements?

Fill in **one** circle for each line.

- Agree a lot
 Agree a little
 Disagree a little
 Disagree a lot
- a) I am content with my profession as a teacher ----- (1) — (2) — (3) — (4)
- b) I am satisfied with being a teacher at this school ----- (1) — (2) — (3) — (4)
- c) I had more enthusiasm when I began teaching than I have now ----- (1) — (2) — (3) — (4)
- d) I do important work as a teacher ----- (1) — (2) — (3) — (4)
- e) I plan to continue as a teacher for as long as I can ---- (1) — (2) — (3) — (4)
- f) I am frustrated as a teacher --- (1) — (2) — (3) — (4)

12

How many students are in this class?

_____ students
Write in a number.

13

How many eighth-grade students experience difficulties understanding spoken English?

_____ students in this class
Write in a number.

14

How often do you do the following in teaching this class?

Fill in **one** circle for each line.

- Every or almost every lesson
 About half the lessons
 Some lessons
 Never
- a) Summarize what students should have learned from the lesson ----- (1) — (2) — (3) — (4)
- b) Relate the lesson to students' daily lives ----- (1) — (2) — (3) — (4)
- c) Use questioning to elicit reasons and explanations ----- (1) — (2) — (3) — (4)
- d) Encourage all students to improve their performance --- (1) — (2) — (3) — (4)
- e) Praise students for good effort ----- (1) — (2) — (3) — (4)
- f) Bring interesting materials to class ----- (1) — (2) — (3) — (4)

15

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

Fill in **one** circle for each line.

- Not applicable
- Not at all
- Some
- A lot
- a) Students lacking prerequisite knowledge or skills ----- ① — ② — ③ — ④
- b) Students suffering from lack of basic nutrition ----- ① — ② — ③ — ④
- c) Students suffering from not enough sleep ----- ① — ② — ③ — ④
- d) Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment) --- ① — ② — ③ — ④
- e) Disruptive students ----- ① — ② — ③ — ④
- f) Uninterested students ----- ① — ② — ③ — ④

16

For the typical student in this class, how often do you do these things?

Fill in **one** circle for each line.

- At least once a week
- Once or twice a month
- 4–6 times a year
- 1–3 times a year
- Never
- a) Meet or talk individually with the student's parents to discuss his/her learning progress ----- ① — ② — ③ — ④ — ⑤
- b) Send home a progress report on the student's learning ----- ① — ② — ③ — ④ — ⑤

Questions 17–19 ask about science instruction for the eighth-grade students in the TIMSS class.

17

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

_____ hours and _____ minutes per week
Write in the hours and minutes.

18

In teaching science to this class, how confident do you feel to do the following?

Fill in **one** circle for each line.

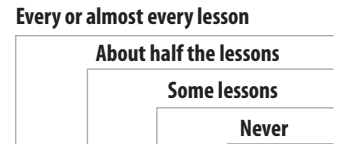


- a) Answer students' questions about science ----- (1) — (2) — (3)
- b) Explain science concepts or principles by doing science experiments ----- (1) — (2) — (3)
- c) Provide challenging tasks for capable students ----- (1) — (2) — (3)
- d) Adapt my teaching to engage students' interest ----- (1) — (2) — (3)
- e) Help students appreciate the value of learning science ----- (1) — (2) — (3)

19

In teaching science to the students in this class, how often do you usually ask them to do the following?

Fill in **one** circle for each line.



- a) Observe natural phenomena and describe what they see --- (1) — (2) — (3) — (4)
- b) Watch me demonstrate an experiment or investigation ----- (1) — (2) — (3) — (4)
- c) Design or plan experiments or investigations ----- (1) — (2) — (3) — (4)
- d) Conduct experiments or investigations ----- (1) — (2) — (3) — (4)
- e) Read their textbooks or other resource materials ----- (1) — (2) — (3) — (4)
- f) Have students memorize facts and principles ----- (1) — (2) — (3) — (4)
- g) Use scientific formulas and laws to solve routine problems ----- (1) — (2) — (3) — (4)
- h) Give explanations about something they are studying ----- (1) — (2) — (3) — (4)
- i) Relate what they are learning in science to their daily lives ----- (1) — (2) — (3) — (4)
- j) Do field work outside of class - (1) — (2) — (3) — (4)
- k) Take a written test or quiz ----- (1) — (2) — (3) — (4)

20

Which best describes the science course you are teaching to the class with the TIMSS students?

*Fill in **one** circle only.*

- a) General science (several content areas of science taught separately)---- ①
- b) Integrated science (several content areas of science combined and taught together throughout the year) ----- ②
- c) Life science (e.g., biology, ecosystems, human health) ----- ③
- d) Physical science (e.g., physics or chemistry) ----- ④
- e) Earth science (e.g., geology, Earth and the solar system, fossils) ----- ⑤

22

Questions 21–22 ask about resources for teaching science to the eighth-grade students in the TIMSS class.

A. Do the students in this class have computer(s) available to use during their science lessons?

Fill in **one** circle only.

Yes --- (1)

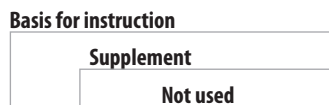
No --- (2)

(If No, go to #23)

21

When you teach science to this class, how do you use the following resources?

Fill in **one** circle for each line.



- a) Textbooks ----- (1) — (2) — (3)
- b) Workbooks or worksheets ----- (1) — (2) — (3)
- c) Science equipment and materials ----- (1) — (2) — (3)
- d) Computer software for science instruction ----- (1) — (2) — (3)
- e) Reference materials (e.g., encyclopedia, dictionary) ----- (1) — (2) — (3)

If Yes,

B. Do any of the computer(s) have access to the Internet?

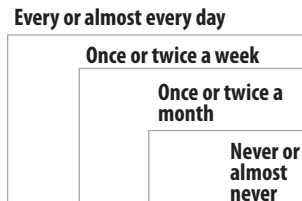
Fill in **one** circle only.

Yes --- (1)

No --- (2)

C. How often do you have the students do the following computer activities during science lessons?

Fill in **one** circle for each line.



- a) Practice skills and procedures ----- (1) — (2) — (3) — (4)
- b) Look up ideas and information ----- (1) — (2) — (3) — (4)
- c) Do scientific procedures or experiments ----- (1) — (2) — (3) — (4)
- d) Study natural phenomena through simulations ----- (1) — (2) — (3) — (4)
- e) Process and analyze data ----- (1) — (2) — (3) — (4)

Science Topics Taught

Questions 23–24 ask about the topics taught and the content covered in teaching science to the eighth-grade students in the TIMSS class

23

The following list includes the main topics addressed by the TIMSS science test. Choose the response that best describes when the students in this class have been taught each topic. If a topic was in the curriculum before the **eighth grade**, please choose “Mostly taught before this year.” If a topic was taught half this year but not yet completed, please choose “Mostly taught this year.” If a topic is not in the curriculum, please choose “Not yet taught or just introduced.”

Fill in **one** circle for each line.

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

A. Biology

- a) Major organs and organ systems in humans and other organisms (structure/function, life processes that maintain stable bodily conditions) ----- (1) — (2) — (3)
- b) Cells and their functions, including respiration and photosynthesis as cellular processes ----- (1) — (2) — (3)
- c) Reproduction (sexual and asexual) and heredity (passing on of traits, inherited versus acquired/learned characteristics) ----- (1) — (2) — (3)
- d) Role of variation and adaptation in survival/extinction of species in a changing environment ----- (1) — (2) — (3)
- e) Interdependence of populations of organisms in an ecosystem (e.g., energy flow, food webs, competition, predation) and the impact of changes in the physical environment on populations (e.g., climate, water supply) ----- (1) — (2) — (3)
- f) Reasons for increase in world’s human population (e.g., advances in medicine, sanitation), and the effects of population growth on the environment ----- (1) — (2) — (3)
- g) Human health (causes of infectious diseases, methods of infection, prevention, immunity) and the importance of diet and exercise in maintaining health ----- (1) — (2) — (3)

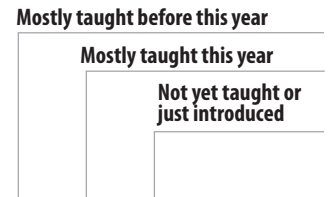
B. Chemistry

- a) Classification, composition, and particulate structure of matter (elements, compounds, mixtures, molecules, atoms, protons, neutrons, electrons) ----- (1) — (2) — (3)
- b) Solutions (solvent, solute, concentration/dilution, effect of temperature on solubility) ----- (1) — (2) — (3)
- c) Properties and uses of common acids and bases ----- (1) — (2) — (3)
- d) Chemical change (transformation of reactants, evidence of chemical change, conservation of matter, common oxidation reactions – combustion, rusting, tarnishing) ----- (1) — (2) — (3)

23 (continued)

The following list includes the main topics addressed by the TIMSS science test. Choose the response that best describes when the students in this class have been taught each topic. If a topic was in the curriculum before the eighth grade, please choose “Mostly taught before this year.” If a topic was taught half this year but not yet completed, please choose “Mostly taught this year.” If a topic is not in the curriculum, please choose “Not yet taught or just introduced.”

Fill in **one** circle for each line.



C. Physics

- a) Physical states and changes in matter (explanations of properties in terms of movement and distance between particles; phase change, thermal expansion, and changes in volume and/or pressure) ----- ① — ② — ③
- b) Energy forms, transformations, heat, and temperature ----- ① — ② — ③
- c) Basic properties/behaviors of light (reflection, refraction, light and color, simple ray diagrams) and sound (transmission through media, loudness, pitch, amplitude, frequency, relative speed of light and sound) ----- ① — ② — ③
- d) Electric circuits (flow of current; types of circuits - parallel/series; current/voltage relationship) and properties and uses of permanent magnets and electromagnets ----- ① — ② — ③
- e) Forces and motion (types of forces, basic description of motion, effects of density and pressure) ----- ① — ② — ③

D. Earth Science

- a) Earth’s structure and physical features (Earth’s crust, mantle and core; composition and relative distribution of water, and composition of air) ----- ① — ② — ③
- b) Earth’s processes, cycles and history (rock cycle; water cycle; weather patterns; major geological events; formation of fossils and fossil fuels) ----- ① — ② — ③
- c) Earth’s resources, their use and conservation (e.g., renewable/nonrenewable resources, human use of land/soil, water resources) ----- ① — ② — ③
- d) Earth in the solar system and the universe (phenomena on Earth - day/night, tides, phases of moon, eclipses, seasons; physical features of Earth compared to other bodies; the Sun as a star) ----- ① — ② — ③

24

By the end of this school year, approximately what percentage of teaching time will you have spent during this school year on each of the following science content areas for the students in this class?

Write in the percentage for each.

- a) Biology (e.g., structure/function; life processes, reproduction/heredity, natural selection; ecosystems, human health) ----- _____%
- b) Chemistry (e.g., classification, composition and properties of matter; chemical change)----- _____%
- c) Physics (e.g., physical states/ changes in matter; energy; light; sound; electricity and magnetism; forces and motion)----- _____%
- d) Earth science (e.g., Earth's structure, processes, and resources; the solar system and universe) ----- _____%
- e) Other ----- _____%

Total = 100%

Question 25 asks about science homework for the eighth-grade students in the TIMSS class.

25

A. How often do you usually assign science homework to the students in this class?

Fill in **one** circle only.

- I do not assign science homework --- ① (If No, go to #26)
- Less than once a week --- ②
- 1 or 2 times a week --- ③
- 3 or 4 times a week --- ④
- Every day --- ⑤

B. When you assign science homework to the students in this class, about how many minutes do you usually assign? (Consider the time it would take an average student in your class.)

Fill in **one** circle only.

- 15 minutes or less --- ①
- 16–30 minutes --- ②
- 31–60 minutes --- ③
- 61–90 minutes --- ④
- More than 90 minutes --- ⑤

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

Fill in **one** circle for each line.



- a) Correct assignments and give feedback to students ----- ① — ② — ③
- b) Have students correct their own homework ----- ① — ② — ③
- c) Discuss the homework in class ----- ① — ② — ③
- d) Monitor whether or not the homework was completed ----- ① — ② — ③
- e) Use the homework to contribute towards students' grades or marks ----- ① — ② — ③

Questions 26–28 ask about science assessment for the eighth-grade students in the TIMSS class.

26

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

Fill in **one** circle for each line.

-
- a) Evaluation of students' ongoing work ----- ① — ② — ③
 - b) Classroom tests (for example, teacher-made or textbook tests) ----- ① — ② — ③
 - c) State or district achievement tests ----- ① — ② — ③

27

How often do you give a science test or examination to this class?

Fill in **one** circle only.

- About once a week --- ①
- About every two weeks --- ②
- About once a month --- ③
- A few times a year --- ④
- Never --- ⑤

28

How often do you include the following types of questions in your science tests or examinations?

Fill in **one** circle for each line.

-
- a) Questions based on knowing facts and concepts --- ① — ② — ③
 - b) Questions based on the application of knowledge and understanding ----- ① — ② — ③
 - c) Questions involving developing hypotheses and designing scientific investigations ----- ① — ② — ③
 - d) Questions requiring explanations or justifications ----- ① — ② — ③

29

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

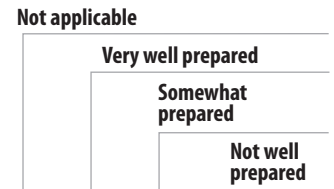
Fill in **one** circle for each line.

- | | Yes | No |
|---|-----|----|
| a) Science content ----- | ① | ② |
| b) Science pedagogy/instruction ----- | ① | ② |
| c) Science curriculum ----- | ① | ② |
| d) Integrating information technology
into science ----- | ① | ② |
| e) Improving students' critical thinking or
inquiry skills ----- | ① | ② |
| f) Science assessment ----- | ① | ② |
| g) Addressing individual students' needs ----- | ① | ② |

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

If a topic is not in the eighth-grade curriculum or you are not responsible for teaching this topic you may choose "Not applicable."

Fill in **one** circle for each line.



A. Biology

- a) Major organs and organ systems in humans and other organisms (structure/function, life processes that maintain stable bodily conditions) ----- (1) – (2) – (3) – (4)
- b) Cells and their functions, including respiration and photosynthesis as cellular processes ----- (1) – (2) – (3) – (4)
- c) Reproduction (sexual and asexual) and heredity (passing on of traits, inherited versus acquired/learned characteristics) ----- (1) – (2) – (3) – (4)
- d) Role of variation and adaptation in survival/extinction of species in a changing environment ----- (1) – (2) – (3) – (4)
- e) Interdependence of populations of organisms in an ecosystem (e.g., energy flow, food webs, competition, predation) and the impact of changes in the physical environment on populations (e.g., climate, water supply) ----- (1) – (2) – (3) – (4)
- f) Reasons for increase in world's human population (e.g., advances in medicine, sanitation), and the effects of population growth on the environment ----- (1) – (2) – (3) – (4)
- g) Human health (causes of infectious diseases, methods of infection, prevention, immunity) and the importance of diet and exercise in maintaining health ----- (1) – (2) – (3) – (4)

B. Chemistry

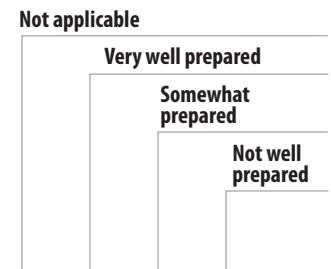
- a) Classification, composition, and particulate structure of matter (elements, compounds, mixtures, molecules, atoms, protons, neutrons, electrons) ----- (1) – (2) – (3) – (4)
- b) Solutions (solvent, solute, concentration/dilution, effect of temperature on solubility) ----- (1) – (2) – (3) – (4)
- c) Properties and uses of common acids and bases ----- (1) – (2) – (3) – (4)
- d) Chemical change (transformation of reactants, evidence of chemical change, conservation of matter, common oxidation reactions – combustion, rusting, tarnishing) ----- (1) – (2) – (3) – (4)

30 (continued)

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

If a topic is not in the eighth-grade curriculum or you are not responsible for teaching this topic you may choose “Not applicable.”

Fill in **one** circle for each line.



C. Physics

- a) Physical states and changes in matter (explanations of properties in terms of movement and distance between particles; phase change, thermal expansion, and changes in volume and/or pressure) ----- (1) — (2) — (3) — (4)
- b) Energy forms, transformations, heat, and temperature ----- (1) — (2) — (3) — (4)
- c) Basic properties/behaviors of light (reflection, refraction, light and color, simple ray diagrams) and sound (transmission through media, loudness, pitch, amplitude, frequency, relative speed of light and sound) ----- (1) — (2) — (3) — (4)
- d) Electric circuits (flow of current; types of circuits - parallel/series; current/voltage relationship) and properties and uses of permanent magnets and electromagnets ----- (1) — (2) — (3) — (4)
- e) Forces and motion (types of forces, basic description of motion, effects of density and pressure) ----- (1) — (2) — (3) — (4)

D. Earth Science

- a) Earth’s structure and physical features (Earth’s crust, mantle and core; composition and relative distribution of water, and composition of air) ----- (1) — (2) — (3) — (4)
- b) Earth’s processes, cycles and history (rock cycle; water cycle; weather patterns; major geological events; formation of fossils and fossil fuels) ----- (1) — (2) — (3) — (4)
- c) Earth’s resources, their use and conservation (e.g., renewable/nonrenewable resources, human use of land/soil, water resources) ----- (1) — (2) — (3) — (4)
- d) Earth in the solar system and the universe (phenomena on Earth - day/night, tides, phases of moon, eclipses, seasons; physical features of Earth compared to other bodies; the Sun as a star) ----- (1) — (2) — (3) — (4)

Thank You

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



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Teacher Questionnaire Science

Grade 8



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