

Memorandum

To: Shelley Martinez, OMB
Through: Kashka Kubzdela, NCES
From: Stephen Provasnik, NCES
Date: January 31, 2014
Re: 2015 Trends in International Mathematics and Science Study (TIMSS:2015) Field Test and Recruitment for Field Test and Main Study – Final Questionnaire Versions Change Request (OMB# 1850-0695 v.4)

This submission updates the 2015 Trends in International Mathematics and Science Study (TIMSS:2015) Field Test and Recruitment for Field Test and Main Study clearance package approved on November 14, 2013 (OMB# 1850-0695 v.3) with the final versions of grades 4, 8, and 12 questionnaires. The updated Appendix C that provides the final versions of:

- U.S.-adapted TIMSS Advanced Field Test background questionnaires (for grade 12), and
- international TIMSS grade 4 and 8 Field Test background questionnaires.

As stated in the approved request for OMB clearance (OMB# 1850-0695 v.3), the United States will participate in the TIMSS Advanced field test but not the TIMSS field test at grades 4 and 8. This is why there are no U.S.-adapted TIMSS grade 4 and 8 field test instruments. The final grade 4 and 8 instruments will be field tested by other English-speaking countries and are predominantly the same as the 2011 TIMSS main study background questionnaires.

The final U.S.-adapted TIMSS Advanced Field Test background questionnaires reflect all U.S. adaptations that have been made to the international versions of the TIMSS Advanced instruments. NCES submitted a draft of the international versions of these instruments to OMB in November 2013. The final international versions reflect various changes to the draft requested by the TIMSS Advanced National Research Coordinators (NRCs) at the 3rd TIMSS Advanced NRC meeting in November 2013. These changes are listed at the end of this memo. A list of all the U.S. adaptations that were made to the final international versions of these instruments was emailed to OMB on December 23, 2013 (and is also attached with this request: *TIMSS Advanced 2015 Field Test – National Adaptations for BQs.xlsx*).

The final international versions of the TIMSS grade 4 and 8 Field Test background questionnaires reflect various changes requested by the TIMSS NRCs at the 3rd TIMSS NRC meeting in November 2013. NCES submitted a draft of the international versions of these instruments to OMB in November (in the previous submitted version of Appendix C). Changes between the draft international version and the final international version are listed at the end of this memo.

Other than these changes to the instruments, there are no changes to the TIMSS 2015 clearance package, including no changes to any of the procedures or burden estimates approved on Nov. 14, 2013, nor to the indicated cost to the federal government.

Below is an updated TIMSS:2015 schedule table from the approved Part A, A.16.

Dates	Activity
April—December 2013	Prepare data collection manuals, forms, assessment materials, questionnaires for field test
November 2013—February 2014	Contact and gain cooperation of states, districts, and schools for field test
February 7, 2014	Test Booklets and Questionnaires sent to printer
February 2014—March 2014	Select student samples
March 2014—April 2014	Collect field test data
May 15, 2014	Deliver raw data to international sponsoring organization
July 2014—August 2014	Review field test results
May 2014—December 2014	Prepare for the main study/recruit schools
September 2014	Submit main study clearance package to OMB
March 2015—May 2015	Collect main study data
June 2016	Receive final data files from international sponsors
June 2016—December 2016	Produce reports

Changes made to the TIMSS Advanced 2015 draft international version, reflected in the final international version.

- Questions were added to the two student background questionnaires asking about
 - the number of digital devices in the home;
 - whether the student has a personal computer, smartphone, or tablet;
 - parents’ general job category;
 - what major student plans to study if they go to college;
 - what professional field do they want to work in in the future;
 - whether the student has a paid job; and
 - whether the student attends extra tutoring outside of school.
- Questions on the teacher background questionnaires were revised to
 - focus the questions on “School Emphasis on Academic Success” specifically on Advanced Mathematics and Physics.
- Questions were added to the school background questionnaires asking about
 - whether the school has a special program or track to prepare students for advanced courses such as calculus and physics; and
 - the school’s emphasis on Advanced Mathematics and Physics instruction.

Changes made to the TIMSS 2015 draft international version, reflected in the final international version.

- Questions were added to the two student background questionnaires asking about
 - the number of digital devices in the home;
 - whether the student has a smartphone or game system;

- how often they use a computer or tablet at home and school;
 - positive features of school (to balance out the questions on bullying)
- Questions on the student background questionnaires were revised to
 - ask more detailed questions about students attitudes towards and expectations for learning mathematics and science
 - delete a question about talking with parents about school (grade 8)
 - modify the language asking about bullying (grade 8)
- Questions on the teacher background questionnaires were revised to
 - reduce the number of questions under “School Emphasis on Academic Success” (grade 4);
 - be more specific when asking about computer access and use;
 - increase the number of questions on school and classroom problems; and
 - increase the number of questions on instructional practices.
- Questions on the school background questionnaires were revised to
 - ask about streaming or tracking;
 - be more specific when asking about computer access and use;
 - drop the series of questions of parental involvement;
 - reduce the number of questions on school leadership;
 - increase the number of questions on student school readiness (grade 4); and
 - be more specific with questions on student resource shortages (grade 8).