

CHAPTER 9

Quality Assurance Program for TIMSS 2015

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Considerable effort has been made to develop standardized materials and survey operations procedures so that the TIMSS 2015 data meet the highest standards. To document data collection activities and verify that the standardized TIMSS procedures were followed, the TIMSS & PIRLS International Study Center, working in coalition with the IEA Secretariat, developed and implemented an ambitious International Quality Assurance Program. The purpose of this chapter is to provide an overview of the International Quality Assurance Program and report on the data collected through the program.

Overview

The International Quality Assurance Program was implemented by independent International Quality Control Monitors (IQCMs) appointed by the IEA Secretariat. The major task of the IQCMs was to conduct site visits during the data collection process. In each country, the IQCM visited a sample of 15 participating schools at each grade during the testing sessions. When there were one or more benchmarking participants from the same country, and only one centrally organized national center responsible for all aspects of data collection, five additional school visits were required for each benchmarking entity.

For each school visit, IQCMs observed the testing session and recorded their observations, noting any deviations from the standardized administration script, timing, and procedures. In addition, IQCMs interviewed the School Coordinators about their experiences coordinating the TIMSS 2015 assessment. IQCMs also checked whether the suggestions made by the international translation and layout verifiers had been integrated into the final assessment instruments, as documented in the National Adaptations Forms.

Prior to beginning their assignments, the IQCMs were mandated to attend a training session conducted by the TIMSS & PIRLS International Study Center. There were two training sessions, one for Southern Hemisphere countries and one for Northern Hemisphere countries. During the training, IQCMs were introduced to the TIMSS survey operations procedures and the design of

the TIMSS 2015 achievement booklets and context questionnaires. IQCMs were also supplied with a manual detailing their role and responsibilities as well as the necessary materials for completing the quality control tasks.

An important aspect of the International Quality Assurance Program is the independence of the IQCMs from the national centers. In most participating countries and benchmarking entities, the IEA Secretariat recruited IQCMs who had served in the same role in previous IEA assessments. For the remaining countries, National Research Coordinators assisted the IEA Secretariat in nominating an International Quality Control Monitor (IQCM). The nominated person could not be a member of the national center, or a family member or personal friend of the NRC. Often, this person was a school inspector, ministry official, or retired school teacher. The IQCM was required to be fluent in both English and the language(s) spoken in the country.

When necessary, the IQCMs were permitted to recruit assistants in order to effectively cover the territory and testing timetable. For TIMSS 2015, a total of 64 IQCMs were trained across the 57 participating countries and 7 benchmarking participants. In addition, the IQCMs trained more than 250 assistant monitors. Altogether, Quality Control Monitors observed 768 fourth grade testing sessions, 108 Numeracy sessions, and 614 eighth grade sessions. The results of the TIMSS 2015 IQCM observations are reported in the following sections of this chapter.

Quality Control Observations of the TIMSS 2015 Data Collection

International Quality Control Monitors (IQCMs) conducted site visits during TIMSS test administration to a sample of 15 schools per grade in each country. For each school visit, the IQCMs completed the TIMSS 2015 Classroom Observation Record. For purposes of reporting, the TIMSS Numeracy records were combined with the TIMSS fourth grade records.

The observation records were organized into four sections:

- Section A—Documentation of the TIMSS/TIMSS Numeracy Testing Session
- Section B—Summary Observations of the TIMSS/TIMSS Numeracy Testing Session
- Section C—Student Questionnaire Administration and Distribution of the Early Learning Survey
- Section D—Interview with the School Coordinator

Documentation and Summary Observations of the TIMSS 2015 Testing Sessions

Sections A and B of the Classroom Observation Record addressed activities that took place during the actual testing sessions. The achievement test was administered in two parts with a break of up to 30 minutes between each part. During test administration, IQCMs were asked to observe the activities of the Test Administrator, specifically the following:

- Distributing, collecting, and securing the test booklets
- Following the assessment administration script
- Making time announcements during the testing sessions

Exhibits 9.1 and 9.2 show that IQCMs reported that the assessments were conducted in accordance with the international procedures, particularly, in regard to booklet distribution and adherence to time limits. In a few sessions (4% for Part 1 and 6% for Part 2 at the fourth grade; 4% for Part 1 and 7% for Part 2 at the eighth grade), the total testing time for either Part 1 or Part 2 was not equal to the time allowed. Usually, this was because students had completed their work a few minutes before the allotted time had elapsed. If Test Administrators observed students working faster than expected, a remaining-time announcement was made prior to the planned 10 minute warning to inform students that they still had ample time to complete their work.

Exhibit 9.1: Observations of TIMSS 2015 Fourth Grade and TIMSS Numeracy Assessment Administration Sessions—876 Sessions (Percent of IQCM Responses)

Question	Yes (%)	No (%)	Not Answered (%)
Did the Test Administrator distribute the test booklets according to the booklet assignment on the <i>Student Tracking Form</i> and booklet labels?	99	1	0
Did the total testing time for Part 1 equal the time allowed?	96	4	0
Did the Test Administrator announce “you have 10 minutes left” prior to the end of Part 1?	93	7	0
Were there any other time remaining announcements made during Part 1?	24	76	0
Was the total time for the break equal to or less than 30 minutes?	95	5	0
Were the booklets left unattended or unsecured during the break?	4	96	0
Did the total testing time for Part 2 equal the time allowed?	94	6	0
Did the Test Administrator announce “you have 10 minutes left” prior to the end of Part 2?	92	8	0
Were there any other time remaining announcements made during Part 2?	19	81	0
Did any students finish either Part 1 or Part 2 of the assessment early (before the 36 minutes were up)?	85	15	0
Did the test administrator have a watch with a seconds hand (or stopwatch) for accurately timing the testing session(s)?	97	3	0
Were the booklets collected and secured after the testing session?	96	4	0

**Exhibit 9.2: Observations of TIMSS 2015 Eighth Grade Assessment Administration Sessions
—614 Sessions (Percent of IQCM Responses)**

Question	Yes (%)	No (%)	Not Answered (%)
Did the Test Administrator distribute the test booklets according to the booklet assignment on the <i>Student Tracking Form</i> and booklet labels?	99	1	0
Did the total testing time for Part 1 equal the time allowed?	96	4	0
Did the Test Administrator announce “you have 10 minutes left” prior to the end of Part 1?	93	7	0
Were there any other time remaining announcements made during Part 1?	20	80	0
Was the total time for the break equal to or less than 30 minutes?	95	3	2
Were the booklets left unattended or unsecured during the break?	1	99	0
Did the total testing time for Part 2 equal the time allowed?	95	5	0
Did the Test Administrator announce “you have 10 minutes left” prior to the end of Part 2?	93	7	0
Were there any other time remaining announcements made during Part 2?	19	81	0
Did any students finish either Part 1 or Part 2 of the assessment early (before the 45 minutes were up)?	77	23	0
Did the test administrator have a watch with a seconds hand (or stopwatch) for accurately timing the testing session(s)?	96	4	0
Were the booklets collected and secured after the testing session?	96	4	0

For both grades, 95% of all IQCM records reported that the break between Part 1 and Part 2 of the testing session did not exceed 30 minutes, and nearly all IQCMs reported that the testing materials were almost always secured or supervised during the break (96% at the fourth grade and 99% at the eighth grade). In accordance with the TIMSS procedure, at the end of the testing session, Test Administrators were asked to collect and secure the test booklets. The IQCMs reported that in 96% of the testing sessions for both grades this occurred. However, in a few cases, the Student Questionnaire was attached to the test booklet, and in these cases students retained their test booklets until they completed their questionnaire.

Exhibits 9.3 and 9.4 report on the activities conducted during the assessment sessions. One of the most important methods of standardizing the assessment administration was to have all test administrators follow the script in the Test Administrator Manual. IQCMs reported that in more than three-quarters of the observations at both grades, the Test Administrators exactly followed the script. In the circumstances in which the Test Administrator deviated from the script, nearly all modifications were reported as “minor.”

Exhibit 9.3: Test Administrators Following the Test Administration Script—876 Fourth Grade and TIMSS Numeracy Sessions (Percent of IQCM Responses)

Question	Yes (%)	No (%)	Not Answered (%)
Had the test administrator familiarized himself or herself with the test administration script prior to the testing?	94	4	2 (<i>I Cannot Answer</i>) 0 (<i>Not Answered</i>)
Did the test administrator follow the test administration script in the Test Administrator Manual?	77	21 (<i>Minor changes</i>) 2 (<i>Major changes</i>)	0
<i>If the Test Administrator made changes to the script, how would you describe them?</i>			
<i>Additions</i>	15	8	0 (<i>Not Answered</i>) 77 (<i>Not Applicable</i>)
<i>Revisions</i>	10	13	0 (<i>Not Answered</i>) 77 (<i>Not Applicable</i>)
<i>Deletions</i>	5	18	0 (<i>Not Answered</i>) 77 (<i>Not Applicable</i>)
Did the test administrator address student questions appropriately?	98	2	0

Exhibit 9.4: Test Administrators Following the Test Administration Script—614 Eighth Grade Sessions (Percent of IQCM Responses)

Question	Yes (%)	No (%)	Not Answered (%)
Had the test administrator familiarized himself or herself with the test administration script prior to the testing?	92	4	2 (<i>I Cannot Answer</i>) 0 (<i>Not Answered</i>)
Did the test administrator follow the test administration script in the Test Administrator Manual?	80	18 (<i>Minor changes</i>) 2 (<i>Major changes</i>)	0
<i>If the Test Administrator made changes to the script, how would you describe them?</i>			
<i>Additions</i>	11	9	0 (<i>Not Answered</i>) 80 (<i>Not Applicable</i>)
<i>Revisions</i>	11	9	0 (<i>Not Answered</i>) 80 (<i>Not Applicable</i>)
<i>Deletions</i>	7	13	0 (<i>Not Answered</i>) 80 (<i>Not Applicable</i>)
Did the test administrator address student questions appropriately?	98	1	1

Exhibits 9.5 and 9.6 present observations on student compliance with instructions and overall cooperation during the assessment administration. According to the IQCMs’ observations, in almost all of the sessions, students complied well or very well with the instruction to stop work at the end of both Part 1 and Part 2. In addition, IQCMs described the students as extremely orderly and cooperative during most of the testing sessions.

Exhibit 9.5: Student Cooperation During Assessment Administration—876 Fourth Grade and TIMSS Numeracy Sessions (Percent of IQCM Responses)

Question	Very Well (%)	Fairly Well (%)	Not well at all (%)	Not Answered (%)	
When the Test Administrator ended Part 1, how well did the students comply with the instruction to stop work?	88	12	0	0	
When the Test Administrator ended Part 2, how well did the students comply with the instruction to stop work?	89	10	1	0	
	Extremely (%)	Moderately (%)	Somewhat (%)	Hardly (%)	Not answered (%)
To what extent would you describe the students as orderly and cooperative?	78	20	2	0	0

Exhibit 9.6: Student Cooperation During Assessment Administration—614 Eighth Grade Sessions (Percent of IQCM Responses)

Question	Very Well (%)	Fairly Well (%)	Not well at all (%)	Not Answered (%)	
When the Test Administrator ended Part 1, how well did the students comply with the instruction to stop work?	86	14	0	0	
When the Test Administrator ended Part 2, how well did the students comply with the instruction to stop work?	86	13	1	0	
	Extremely (%)	Moderately (%)	Somewhat (%)	Hardly (%)	Not answered (%)
To what extent would you describe the students as orderly and cooperative?	73	23	4	1	0

Summary Observations of the TIMSS 2015 Testing Sessions

Exhibits 9.7 and 9.8 report on the IQCMs' general observations of TIMSS assessment administration. Overall, IQCMs reported that the quality of testing sessions was very good or excellent (90% at the fourth grade and 87% at the eighth grade). In most of the testing sessions that the IQCMs attended, no problems were observed and in only 1% of cases for both grades did a student refuse to take the test. In addition, nearly all of the observed testing sessions took place under favorable room conditions that were suitable for students to work without distraction (96% at the fourth grade and 95% at the eighth grade). In 17% of the observed fourth grade testing sessions and in 10% of the eighth grade testing sessions, a student left the room for an "emergency" (usually a bathroom visit) during the testing session. In such cases, Test Administrators were instructed to collect the students' test booklets and return them when the students reentered the testing session. However, in a small number of cases, the students had already completed the test and, thus, it was not necessary to give back the test booklets when the students returned.

Exhibit 9.7: General Observations of the Testing Session—876 Fourth Grade and TIMSS Numeracy Sessions (Percent of IQCM Responses)

Question	Yes (%)	No (%)	Not Answered (%)
Did the student identification information on the booklets correspond with the <i>Student Tracking Form</i> ?	98	2	0
Were any defective test booklets detected and replaced?	2 (BEFORE the testing began) 1 (AFTER the testing began)	98 (BEFORE the testing began) 97 (AFTER the testing began)	0 (BEFORE the testing began) 2 (AFTER the testing began)
<i>If any defective test booklets were replaced, did the Test Administrator replace them appropriately?</i>	2	1	0 (Not Answered) 97 (Not Applicable)
Did any students refuse to take the test?	0	100	0
<i>If a student refused, did the Test Administrator accurately follow the instructions for excusing the student?</i>	0	0	0 (Not Answered) 100 (Not Applicable)
Were any late students admitted to the testing room?	4 (BEFORE the testing began) 2 (AFTER the testing began)	92 (There were no late students) 1 (Late students were not admitted)	1
Did any students leave the room for an "emergency" during the testing?	17	83	0
<i>If a student left the room for an emergency during the testing, did the Test Administrator address the situation appropriately (collect the test booklet, and if re-admitted, return the test booklet)?</i>	15	2	2 (Not Answered) 83 (Not Applicable)
Were there any students requiring special accommodations (e.g., students with visual or hearing impairment, Dyslexia)?	14	86	0
Did students store away everything, including all electronic devices, having only a pen or a pencil and the test booklet for the duration of the test administration?	96	4	0
During the testing sessions did the test administrator walk around the room to be sure students were working on the correct section of the test and/or behaving properly?	94	6	0
Were the conditions in the testing room suitable (lighting, temperature, noise, etc.) for the students to work without distractions?	96	4	0
Did the seating arrangement provide adequate space for students to work and not be distracted by each other?	97	3	0
Did you see any evidence of students attempting to cheat on the tests (e.g., by copying from a neighbor)?	6	94	0

Question	Excellent (%)	Very Good (%)	Good (%)	Fair (%)	Poor (%)	Not Answered (%)
In general, how would you describe the overall quality of the testing session?	58	32	8	2	0	0

**Exhibit 9.8: General Observations of the Testing Session—614 Eighth Grade Sessions
(Percent of IQCM Responses)**

Question	Yes (%)	No (%)	Not Answered (%)
Did the student identification information on the booklets correspond with the <i>Student Tracking Form</i> ?	98	2	0
Were any defective test books detected and replaced?	1 (BEFORE the testing began) 1 (AFTER the testing began)	99 (BEFORE the testing began) 97 (AFTER the testing began)	0 (BEFORE the testing began) 2 (AFTER the testing began)
<i>If any defective test books were replaced, did the Test Administrator replace them appropriately?</i>	2	0	0 (Not Answered) 98 (Not Applicable)
Did any students refuse to take the test?	1	98	1
<i>If a student refused, did the Test Administrator accurately follow the instructions for excusing the student?</i>	1	0	1 (Not Answered) 98 (Not Applicable)
Were any late students admitted to the testing room	5 (BEFORE the testing began) 5 (AFTER the testing began)	88 (There were no late students) 2 (Late students were not admitted)	0
Did any students leave the room for an “emergency” during the testing?	10	89	1
<i>If a student left the room for an emergency during the testing, did the Test Administrator address the situation appropriately (collect the test booklet, and if re-admitted, return the test booklet)?</i>	9	1	1 (Not Answered) 89 (Not Applicable)
Were there any students requiring special accommodations (e.g., students with visual or hearing impairment, Dyslexia)?	6	94	0
Did students store away everything, including all electronic devices, having only a pen or a pencil and the test booklet for the duration of the test administration?	96	4	0
During the testing sessions did the test administrator walk around the room to be sure students were working on the correct section of the test and/or behaving properly?	96	4	0
Were the conditions in the testing room suitable (lighting, temperature, noise, etc.) for the students to work without distractions?	95	5	0
Did the seating arrangement provide adequate space for students to work and not be distracted by each other?	96	4	0
Did you see any evidence of students attempting to cheat on the tests (e.g., by copying from a neighbor)?	6	94	0

Question	Excellent (%)	Very Good (%)	Good (%)	Fair (%)	Poor (%)	Not Answered (%)
In general, how would you describe the overall quality of the testing session?	51	36	10	2	1	0

Student Questionnaire Administration

Exhibits 9.9 and 9.10 summarize the IQCMs’ observations of the Student Questionnaire administration. IQCMs reported that the Student Questionnaires were distributed according to the Student Tracking Forms and questionnaire labels. In most cases (75% at the fourth grade and 80% at the eighth grade), Test Administrators followed the Student Questionnaire administration script exactly. If the Test Administrator deviated from the script, most frequently the modifications were “minor.” In 37% of all the fourth grade sessions, Test Administrators read Student Questionnaire questions aloud (this was not an option for the eighth grade sessions), while in 54% of the sessions, students answered these questions independently. It should be noted that some schools chose to administer the questionnaire on a different date than the TIMSS achievement booklets, and in these cases, IQCMs were not required to observe student questionnaire administration.

Exhibit 9.9: Student Questionnaire Administration—876 Fourth Grade and TIMSS Numeracy Sessions (Percent of IQCM Responses)

Question	Yes (%)	No (%)	Not Answered (%)
When the test administrator read the script to end the assessment session followed by the Student Questionnaire administration, did the test administrator announce a break?	86	7	7
Did the Test Administrator distribute the Student Questionnaires according to the <i>Student Tracking Form</i> and questionnaire labels?	90	1	9 (Not Applicable)
Did the test administrator follow the questionnaire administration script in the Test Administrator Manual?	75	13 (Minor changes) 2 (Major changes)	1 (Not Answered) 9 (Not Applicable)
<i>If the Test Administrator made changes to the script, how would you describe them?</i>			
<i>Additions</i>	10	6	0 (Not Answered) 84 (Not Applicable)
<i>Revisions</i>	7	9	0 (Not Answered) 84 (Not Applicable)
<i>Deletions</i>	5	11	0 (Not Answered) 84 (Not Applicable)
Did the test administrator read the questions aloud to the students?	37	54 (students answer the questions independently)	0 (Not Answered) 9 (Not Applicable)
After the Student Questionnaire administration, did the Test Administrator distribute the Early Learning Surveys?	26	63	2 (Not Answered) 9 (Not Applicable)
<i>If the Early Learning Surveys were distributed at this time, did the Test Administrator distribute them according to the Student Tracking Form and survey labels?</i>	26	0	2 (Not Answered) 72 (Not Applicable)

Exhibit 9.10: Student Questionnaire Administration—614 Eighth Grade Sessions (Percent of IQCM Responses)

Question	Yes (%)	No (%)	Not Answered (%)
When the test administrator read the script to end the assessment session followed by the Student Questionnaire administration, did the test administrator announce a break?	87	9	4
Did the Test Administrator distribute the Student Questionnaires according to the <i>Student Tracking Form</i> and questionnaire labels?	93	3	4 (Not Applicable)
Did the test administrator follow the questionnaire administration script in the Test Administrator Manual?	80	13 (Minor changes) 3 (Major changes)	4 (Not Applicable)
<i>If the Test Administrator made changes to the script, how would you describe them?</i>			
<i>Additions</i>	9	7	0 (Not Answered) 84 (Not Applicable)
<i>Revisions</i>	8	8	0 (Not Answered) 84 (Not Applicable)
<i>Deletions</i>	6	10	0 (Not Answered) 84 (Not Applicable)

Interview with the School Coordinator

Section D was the final component of the Classroom Observation Record and involved the IQCM conducting an interview with the School Coordinator. The interview addressed issues such as the following:

- Shipment of assessment materials
- Arrangements for test administration
- Responsiveness of the national center to queries
- Necessity for make-up sessions
- Organization of classes in the school (to validate within-school sampling procedure)

As shown in Exhibits 9.11 and 9.12, a large majority of School Coordinators considered that the TIMSS 2015 administration in their school went very well overall (92% at the fourth grade and 89% at the eighth grade), that the School Coordinator Manual provided worked well (92% at the fourth grade and 93% at the eighth grade), and that other school staff members had mostly positive attitudes toward TIMSS testing (80% at the fourth grade and 81% eighth grade).

Exhibit 9.11: Interview with the School Coordinator, Overview—Fourth Grade and TIMSS Numeracy (Percent of School Coordinator Responses)

Question	Very well, no problems (%)	Satisfactorily, few problems (%)	Unsatisfactorily, many problems (%)	Not Answered (%)
Overall, how would you say the session went?	92	7	1	0
	Positive (%)	Neutral (%)	Negative (%)	Not Answered (%)
Overall, how would you rate the attitude of the other school staff members towards the TIMSS testing?	80	17	2	1
	Worked well (%)	Needs improvement (%)	Not Answered (%)	
Overall, do you feel the School Coordinator Manual worked well for you or does it need improvement?	92	3	5	

Exhibit 9.12: Interview with the School Coordinator, Overview—Eighth Grade (Percent of School Coordinator Responses)

Question	Very well, no problems (%)	Satisfactorily, few problems (%)	Unsatisfactorily, many problems (%)	Not Answered (%)
Overall, how would you say the session went?	89	11	0	0
	Positive (%)	Neutral (%)	Negative (%)	Not Answered (%)
Overall, how would you rate the attitude of the other school staff members towards the TIMSS testing?	81	16	3	0
	Worked well (%)	Needs improvement (%)	Not Answered (%)	
Overall, do you feel the School Coordinator Manual worked well for you or does it need improvement?	93	4	3	

Exhibits 9.13 and 9.14 show that there were only a small number of cases where components were missing from the shipments of test materials. In some cases where the School Coordinator reported not receiving all of the TIMSS materials, test materials were brought to the school on the testing day by external Test Administrators.

Exhibit 9.13: Interview with the School Coordinator, Details—Fourth Grade and TIMSS Numeracy (Percent of School Coordinator Responses)

Question	Yes (%)	No (%)	Not Answered (%)
Prior to the testing day, did you have time to check your shipment of materials from the national center?	78	18	4
Did you receive the correct shipment of the materials as listed in your School Coordinator Manual and according to the tracking forms?	88	8	4
<i>If no, did the national center provide the missing materials in time for the testing?</i>	4	5	0 (Not Answered) 91 (Not Applicable)
Was the national center responsive to your questions or concerns?	93	4	3
Was the Teacher Questionnaire administered online?	25	71	4
<i>If the Teacher Questionnaire was administered online, did the teacher(s) encounter any problems?</i>	3	22	0 (Not Answered) 75 (Not Applicable)
Was the School Questionnaire administered online?	25	71	4
<i>If the School Questionnaire was administered online, did the person completing it encounter any problems?</i>	2	23	0 (Not Answered) 75 (Not Applicable)
Was the Early Learning Survey administered online?	9	80	11
<i>If the Early Learning Survey was administered online, did the parents/guardians encounter any problems?</i>	0	9	1 (Not Answered) 90 (Not Applicable)
Do you anticipate that a makeup session will be required at your school?	8	92	0
<i>If yes, do you intend to conduct one?</i>	8	0	2 (Not Answered) 90 (Not Applicable)
Did the students receive any special instructions, motivational talk, or incentives to prepare them for the assessment?	61	39	0
Is this a complete list of the classes in this grade in this school?	90	8	2
To the best of your knowledge, are there any students in this grade level who are not in any of these classes?	3	95	2
To the best of your knowledge, are there any students in this grade level in more than one of these classes?	1	97	2
If there was another international assessment, would you be willing to serve as a School Coordinator?	91	9	0

Exhibit 9.14: Interview with the School Coordinator, Details—Eighth Grade (Percent of School Coordinator Responses)

Question	Yes (%)	No (%)	Not Answered (%)
Prior to the testing day, did you have time to check your shipment of materials from the national center?	76	23	1
Did you receive the correct shipment of the materials as listed in your School Coordinator Manual and according to the tracking forms?	84	13	3
<i>If no, did the national center provide the missing materials in time for the testing?</i>	4	8	4 (Not Answered) 84 (Not Applicable)
Was the national center responsive to your questions or concerns?	95	4	1
Was the Teacher Questionnaire administered online?	31	64	5
<i>If the Teacher Questionnaire was administered online, did the teacher(s) encounter any problems?</i>	5	26	5 (Not Answered) 64 (Not Applicable)
Was the School Questionnaire administered online?	30	65	5
<i>If the School Questionnaire was administered online, did the person completing it encounter any problems?</i>	1	28	6 (Not Answered) 65 (Not Applicable)
Do you anticipate that a makeup session will be required at your school?	15	85	0
<i>If yes, do you intend to conduct one?</i>	14	1	0 (Not Answered) 85 (Not Applicable)
Did the students receive any special instructions, motivational talk, or incentives to prepare them for the assessment?	65	35	0
Is this a complete list of the classes in this grade in this school?	89	9	2
To the best of your knowledge, are there any students in this grade level who are not in any of these classes?	6	93	1
To the best of your knowledge, are there any students in this grade level in more than one of these classes?	2	96	2
If there was another international assessment, would you be willing to serve as a School Coordinator?	91	9	0

In more than half of the cases (61% at the fourth grade and 65% at the eighth grade), School Coordinators indicated that students were given special instructions, motivational talks, or incentives by a school official or the classroom teacher prior to testing. Eight percent of School Coordinators at the fourth grade and 15% of School Coordinators at the eighth grade anticipated needing a makeup session, and almost all of these coordinators intended to conduct one.

Because the sampling of classes requires a complete list of all classes in the school at the target grade, IQCMs were also asked to verify that the class list did indeed include all classes. Most School Coordinators confirmed that the complete list of classes had been documented and that all students appeared in one and only one of these classes.

As a reflection of the successful planning and implementation of TIMSS 2015, 91% of respondents for both grades said that they would be willing to serve as a School Coordinator in future international assessments. Finally, it is notable that the response rate for the Classroom Observation Records was considerably high on all questions, with only a handful of questions going unanswered.