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TIMSS
2015

TIMSS 2015 Curriculum Questionnaire— Fourth Grade

Grade

4



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

TIMSS2015MS_OCQ - English
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TIMSS 2015 Curriculum Questionnaire

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TIMSS 2015 Curriculum Questionnaire – Fourth Grade

TIMSS 2015 Curriculum Questionnaire – Fourth Grade

The TIMSS 2015 Curriculum Questionnaire is designed to collect basic information about the structure of the education system as well as the organization, content, and implementation of the mathematics and/or science curricula in each country.

The questionnaire should be completed by the National Research Coordinators, drawing on the expertise of curriculum specialists and educators. Please submit this questionnaire no later than **August 31, 2015**.

To begin the questionnaire, please click on the "Next" button. When navigating through the questionnaire, make sure to confirm your responses by clicking on the "Next" or "Previous" button. To go to a particular section or item, please click on the corresponding link in the "Table of Contents."

Please note that the General Module is the same across the fourth and eighth grades, and therefore National Research Coordinators of countries participating in TIMSS 2015 at both the fourth and eighth grade are advised to complete the General Module at only one of the grade levels. The Mathematics and Science Modules should be completed at both grade levels.

If you have any questions about the content of this questionnaire, please contact the TIMSS & PIRLS International Study Center at Boston College: timss@bc.edu

If you have any technical questions on how to complete this questionnaire, please contact the IEA Data Processing & Research Center (DPC): timss@iea-dpc.de

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TIMSS 2015 Curriculum Questionnaire – Fourth Grade - GENERAL MODULE

GENERAL MODULE

To be completed by all countries participating in TIMSS

Please note: if you already have completed the General Module of the Grade 8 Curriculum Questionnaire, please skip the General Module using the Table of Contents.

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TIMSS 2015 Curriculum Questionnaire – Fourth Grade - Grade Structure and Student Flow

Grade Structure and Student Flow

G1. What is your country's name for the grade(s) tested in TIMSS 2015, in English (e.g., grade 4, grade 8)?

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TIMSS 2015 Curriculum Questionnaire – Fourth Grade - Grade Structure and Student Flow

G2. A. In your country, what is the stated official policy or regulation on students' age of entry to primary school (ISCED Level 1)?

Examples: "Children begin school during the calendar year of their 6th birthday"; "Children must be 6 years old by the end of June to begin school the following September."

B. If the official policy allows some parental discretion or choice, please describe the usual practice.

Example: "Even though the official policy is that students can begin school in the year when they turn 6 years old, children typically begin primary school at age 7 because their parents feel they will benefit from being more mature."

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TIMSS 2015 Curriculum Questionnaire – Fourth Grade - Grade Structure and Student Flow

G3. A. Has the stated official policy changed in the last 10 years?

Check one circle only.

- Yes
- No

If Yes....

B. How did the policy change, and when was the change made?

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TIMSS 2015 Curriculum Questionnaire – Fourth Grade - Grade Structure and Student Flow

G4. What are the ages and/or grades of compulsory education in your country?

Example: "Ages 6-16; Grades 1-9."

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TIMSS 2015 Curriculum Questionnaire – Fourth Grade - Grade Structure and Student Flow

G5. Beginning with ISCED Level 1, what grades of schooling are provided to students through ISCED Level 3 (upper secondary)?

Example: "Grades 1-12."

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TIMSS 2015 Curriculum Questionnaire – Fourth Grade - Grade Structure and Student Flow

G6. Does your country have a policy on the promotion and retention of students across grades 1-8?

Example: "Automatic promotion for grades 1-5, dependent on academic progress for grades 6-8."

Check **one** circle only.

- Yes
- No

Please describe:

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TIMSS 2015 Curriculum Questionnaire – Fourth Grade - Grade Structure and Student Flow

G7. Does your country have a nationally mandated number of school days per year?

Check one circle only.

- Yes
- No

Please describe:

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Early Childhood Education

Early childhood education (ISCED Level 0) is subdivided into:

- **Early childhood educational development (ECED)** programs for children under 3; and
- **Pre-primary education (PPE)** programs including Kindergarten for children age 3 or older.

G8. A. Does your country provide universal ECED or PPE coverage?

Programs with **universal** coverage are accessible and available to all children, although in some cases parents may choose not to enroll their children.

Check **one** circle for each line.

- | | Yes | No |
|---|-----------------------|-----------------------|
| a) ECED programs for children under 3 | <input type="radio"/> | <input type="radio"/> |
| b) PPE programs for children age 3 or older | <input type="radio"/> | <input type="radio"/> |

B. How many years can children attend these programs altogether?

Check **one** circle only.

- 1 year
- 2 years
- 3 years
- 4 or more years

Comments:

C. Does your country provide targeted ECED or PPE coverage?

Programs with **targeted** coverage are only available for certain subgroups (e.g., for children from low-income families, for children where the language spoken at home is different from the national language).

Check **one** circle only.

- Yes
- No

Please describe:

Comments:

Early childhood education (ISCED Level 0) is subdivided into:
 • **Early childhood educational development (ECED)** programs for children under 3; and
 • **Pre-primary education (PPE)** programs including Kindergarten for children age 3 or older.

G9. A. Does your country have national curriculum guidance documents for early childhood education?

Check **one** circle only.

- Yes
 No

If Yes....

B. Do the curriculum guidance documents cover any of the following topic areas?

Check **one** circle for **ECED** programs, **AND one** circle for **PPE** programs.

	ECED programs		PPE programs	
	Yes	No	Yes	No
a) Socio-emotional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Physical development and health education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Oral language development and communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Reading and literacy skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Mathematics and numeracy skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Science including understanding the natural world (e.g., weather)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Other Please specify below:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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TIMSS 2015 Curriculum Questionnaire – Fourth Grade - Examinations

Examinations

G10. A. Does an educational authority in your country (e.g., National Ministry of Education) administer examinations that have consequences for individual students, such as entry to a higher school system, entry to a university, and/or exiting or graduating from secondary school?

Check **one** circle only.

- Yes
- No

If Yes....

B. Please describe the grades at which the exams are given, the subjects that are assessed, and the purpose of each exam.

Example: "There is an exam including language and mathematics given at the end of grade 8 to determine placement for entry to secondary school."

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G11. A. Does your country have a policy on using student achievement to assign students to classes (e.g., streaming, tracking, setting)?

Check one circle only.

- Yes
- No

If Yes....

B. Please describe. Include whether this policy is used to assign students to mathematics and science classes and at what grade level assignment takes place.

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Teacher Preparation

G12. A. What is the main preparation route(s) for teachers of students in the fourth grade?

Example: "Most teachers receive their education through a university degree program. Some have attended a teacher college program, but that is becoming less common."

B. According to the main teacher preparation route, what are the current requirements for being a teacher of students in the fourth grade?

Check **one** circle for each line.

	Yes	No
a) Supervised practicum during the teacher education program.	<input type="radio"/>	<input type="radio"/>
<i>If Yes...</i> How long is this period?		<input type="text"/>
b) Passing a qualifying examination (e.g., licensing, certification).	<input type="radio"/>	<input type="radio"/>
c) Completion of a probationary teaching period.	<input type="radio"/>	<input type="radio"/>
<i>If Yes...</i> How long is this period?		<input type="text"/>
d) Completion of a mentoring or induction program (e.g., experienced teachers work with novice teachers to provide instructional guidance).	<input type="radio"/>	<input type="radio"/>
e) Other Please specify below:	<input type="radio"/>	<input type="radio"/>

C. Has the stated official policy for fourth grade teachers changed in the last 10 years?

Check **one** circle only.

- Yes
 No

If Yes....

D. How did the policy change, and when was the change made?

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G13. A. Is the main preparation route(s) for teachers of students in the eighth grade different from the main preparation route(s) at the fourth grade?

Check *one* circle only.

- Yes
 No

If Yes....

B. If the main preparation route(s) for teachers of students in the eighth grade is different, what is their main preparation route?

C. If the requirements are different than the fourth grade, what are the current requirements for being a teacher of students in the eighth grade?

Check *one* circle for each line.

	Yes	No
a) Supervised practicum during the teacher education program.	<input type="radio"/>	<input type="radio"/>
<i>If Yes...</i> How long is this period?		<input type="text"/>
b) Passing a qualifying examination (e.g., licensing, certification).	<input type="radio"/>	<input type="radio"/>
c) Completion of a probationary teaching period.	<input type="radio"/>	<input type="radio"/>
<i>If Yes...</i> How long is this period?		<input type="text"/>
d) Completion of a mentoring or induction program (e.g., experienced teachers work with novice teachers to provide instructional guidance).	<input type="radio"/>	<input type="radio"/>
e) Other Please specify below:	<input type="radio"/>	<input type="radio"/>

D. Has the stated official policy changed for eighth grade teachers in the last 10 years?

Check *one* circle only.

- Yes
 No

If Yes....

E. How did the policy change, and when was the change made?

Principal Preparation

G14. A. What is the main preparation route(s) for principals of schools with fourth grade students?

Example: "In addition to receiving their teaching qualifications, most principals have a degree in educational leadership."

B. According to the main principal preparation route, what are the current requirements for being a principal of a school with fourth grade students?

*Check **one** circle for each line.*

	Yes	No
a) Teaching experience	<input type="radio"/>	<input type="radio"/>
b) Completion of a specialized school leadership training program (including a school leadership degree program)	<input type="radio"/>	<input type="radio"/>
c) Other Please specify below:	<input type="radio"/>	<input type="radio"/>

C. Has the stated official policy changed in the last 10 years for principals of schools with fourth grade students?

*Check **one** circle only.*

- Yes
 No

If Yes....

D. How did the policy change, and when was the change made?

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G15. A. Is the main preparation route(s) for principals of schools with eighth grade students different from the main preparation route(s) for principals of schools with fourth grade students?

Check **one** circle only.

- Yes
 No

If Yes....

B. If the main preparation route(s) for principals of schools with eighth grade students is different, what is their main preparation route?

Example: "In addition to receiving their teaching qualifications, most principals have a degree in educational leadership."

C. According to the main principal preparation route, what are the current requirements for being a principal of a school with eighth grade students?

Check **one** circle for each line.

	Yes	No
a) Teaching experience	<input type="radio"/>	<input type="radio"/>
b) Completion of a specialized school leadership training program (including a school leadership degree program)	<input type="radio"/>	<input type="radio"/>
c) Other Please specify below:	<input type="radio"/>	<input type="radio"/>

D. Has the stated official policy changed in the last 10 years for principals of schools with eighth grade students?

Check **one** circle only.

- Yes
 No

If Yes....

E. How did the policy change, and when was the change made?

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TIMSS 2015 Curriculum Questionnaire – Fourth Grade - MATHEMATICS MODULE - GRADE 4

MATHEMATICS MODULE - GRADE 4

To be completed by all countries participating in TIMSS at the fourth grade

This mathematics module refers to the national curriculum that was in effect for the fourth grade students assessed in TIMSS 2015—the curriculum that covers mathematics instruction at the fourth grade of primary/elementary school for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

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About the Fourth Grade Mathematics Curriculum

This mathematics module refers to the national curriculum that was in effect for the fourth grade students assessed in TIMSS 2015—the curriculum that covers mathematics instruction at the fourth grade of primary/elementary school for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

M1. Does your country have a national curriculum that covers mathematics instruction at the fourth grade of primary/elementary school?

Check **one** circle only.

- Yes
- No

If Yes...

Comments:

If No...

What is the highest level of decision-making authority (e.g., state or province) that provides a curriculum that covers mathematics instruction at the fourth grade of primary/elementary school?

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TIMSS 2015 Curriculum Questionnaire – Fourth Grade - About the Fourth Grade Mathematics Curriculum

M2. A. In what year was the 2014/2015 mathematics curriculum introduced?

Comments:

B. Is the mathematics curriculum currently being revised?

Check one circle only.

- Yes
 No

If Yes...

Please explain:

If No...

Comments:

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TIMSS 2015 Curriculum Questionnaire – Fourth Grade - About the Fourth Grade Mathematics Curriculum

M3. For the primary/elementary school mathematics curriculum, what is the grade structure?

Examples: "Grades 1-8"; "Grades 1-4"; "Grades 2-5"

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TIMSS 2015 Curriculum Questionnaire – Fourth Grade - Curriculum Specifications

Curriculum Specifications

This mathematics module refers to the national curriculum that was in effect for the fourth grade students assessed in TIMSS 2015—the curriculum that covers mathematics instruction at the fourth grade of primary/elementary school for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

M4. What does the mathematics curriculum prescribe?

Check **one** circle for each line.

	Yes	No
a) Goals and objectives	<input type="radio"/>	<input type="radio"/>
b) Instructional processes or methods	<input type="radio"/>	<input type="radio"/>
c) Materials (e.g., textbooks, instructional materials)	<input type="radio"/>	<input type="radio"/>
d) Assessment methods/activities	<input type="radio"/>	<input type="radio"/>
e) Other Please specify below:	<input type="radio"/>	<input type="radio"/>

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M5. Does the curriculum or any other official document prescribe the percentage of total instructional time to be devoted to mathematics instruction at the fourth grade of primary/elementary school?

Check one circle only.

- Yes
 No

If Yes...

Please specify the percentage:

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TIMSS 2015 Curriculum Questionnaire – Fourth Grade - Curriculum Specifications

M6. How is the mathematics curriculum implementation evaluated?

*Check **one** circle for each line.*

	Yes	No
a) Visits by inspectors	<input type="radio"/>	<input type="radio"/>
b) Research programs	<input type="radio"/>	<input type="radio"/>
c) School self-evaluation	<input type="radio"/>	<input type="radio"/>
d) National or regional examinations	<input type="radio"/>	<input type="radio"/>
e) Other Please specify below:	<input type="radio"/>	<input type="radio"/>

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Instructional Materials and Use of Technology

This mathematics module refers to the national curriculum that was in effect for the fourth grade students assessed in TIMSS 2015—the curriculum that covers mathematics instruction at the fourth grade of primary/elementary school for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

M7. A. Is there a process for approving the mathematics instructional materials?

Check **one** circle only.

- Yes
- No

If Yes...

Please describe the process, and what materials (e.g., textbooks, workbooks, online materials) must be approved through this process:

B. Does the national curriculum contain statements/policies about the use of technology (e.g., computers, tablets, calculators) in grade 4 mathematics instruction?

Check **one** circle only.

- Yes
- No

If Yes...

What are the statements/policies?

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TIMSS 2015 Curriculum Questionnaire – Fourth Grade - Instructional Materials and Use of Technology

C. Does the national curriculum contain statements/policies about student use of technological aids (e.g., computers, tablets, calculators) in grade 4 mathematics tests or examinations?

Check **one** circle only.

- Yes
- No

If Yes...

What are the statements/policies?

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Fourth Grade Mathematics Topics Covered

This mathematics module refers to the national curriculum that was in effect for the fourth grade students assessed in TIMSS 2015—the curriculum that covers mathematics instruction at the fourth grade of primary/elementary school for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

M8. (i) According to the national mathematics curriculum, what proportion of grade 4 students should have been taught each of the following topics or skills by the end of grade 4?

Be sure to include curriculum expectations for all grades up to and including grade 4. Grades represent years of formal schooling. For example, if "Year 5" in your country corresponds to the fourth year of formal schooling, please choose grade 4.

(ii) Across grades from preprimary through upper secondary education, at what grade(s) are the topics primarily intended to be taught?

If there are not any specifications to this detail, please indicate national expectations to the best of your ability. If part of a topic does not apply [e.g., odd and even numbers in part A topic (c)], please explain in the comment field.

	(i) Proportion of grade 4 students expected to be taught topic			(ii) Grade(s) topic is expected to be taught preprimary (PP) through the end of upper secondary (G12)												
	All or almost all students	Only the more able students	Not included in the curriculum through grade 4	PP	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12
A. Number																
a) Concepts of whole numbers, including place value and ordering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Adding, subtracting, multiplying, and/or dividing with whole numbers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Concepts of multiples and factors; odd and even numbers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Concepts of fractions (fractions as parts of a whole or of a collection, or as a location on a number line)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Adding and subtracting with fractions, comparing and ordering fractions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Concepts of decimals, including place value and ordering, adding and subtracting with decimals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Number sentences (finding the missing number, modeling simple situations with number sentences)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Number patterns (extending number patterns and finding missing terms)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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TIMSS 2015 Curriculum Questionnaire – Fourth Grade - Fourth Grade Mathematics Topics Covered

M8. (continued)

(i) According to the national mathematics curriculum, what proportion of grade 4 students should have been taught each of the following topics or skills by the end of grade 4?

Be sure to include curriculum expectations for all grades up to and including grade 4. Grades represent years of formal schooling. For example, if "Year 5" in your country corresponds to the fourth year of formal schooling, please choose grade 4.

(ii) Across grades from preprimary through upper secondary education, at what grade(s) are the topics primarily intended to be taught?

If there are not any specifications to this detail, please indicate national expectations to the best of your ability. If part of a topic does not apply [e.g., odd and even numbers in part A topic (c)], please explain in the comment field.

	(i) Proportion of grade 4 students expected to be taught topic			(ii) Grade(s) topic is expected to be taught preprimary (PP) through the end of upper secondary (G12)												
	Check one circle for each line.			Check the corresponding grade(s) for each topic.												
	All or almost all students	Only the more able students	Not included in the curriculum through grade 4	PP	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12
B. Geometric Shapes and Measures																
a) Lines: measuring, estimating length of; parallel and perpendicular lines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Comparing and drawing angles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Using informal coordinate systems to locate points in a plane (e.g., in square B4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Elementary properties of common geometric shapes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Reflections and rotations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Relationships between two-dimensional and three-dimensional shapes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Finding and estimating areas, perimeters, and volumes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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M8. (continued)

(i) According to the national mathematics curriculum, what proportion of grade 4 students should have been taught each of the following topics or skills by the end of grade 4?

Be sure to include curriculum expectations for all grades up to and including grade 4. Grades represent years of formal schooling. For example, if "Year 5" in your country corresponds to the fourth year of formal schooling, please choose grade 4.

(ii) Across grades from preprimary through upper secondary education, at what grade(s) are the topics primarily intended to be taught?

If there are not any specifications to this detail, please indicate national expectations to the best of your ability. If part of a topic does not apply [e.g., odd and even numbers in part A topic (c)], please explain in the comment field.

	(i) Proportion of grade 4 students expected to be taught topic			(ii) Grade(s) topic is expected to be taught preprimary (PP) through the end of upper secondary (G12)												
	All or almost all students	Only the more able students	Not included in the curriculum through grade 4	PP	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12
C. Data Display																
a) Reading and representing data from tables, pictographs, bar graphs, or pie charts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Drawing conclusions from data displays	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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TIMSS 2015 Curriculum Questionnaire – Fourth Grade - SCIENCE MODULE - GRADE 4

SCIENCE MODULE - GRADE 4

To be completed by all countries participating in TIMSS at the fourth grade

This science module refers to the national curriculum that was in effect for the fourth grade students assessed in TIMSS 2015—the curriculum that covers science instruction at the fourth grade of primary/elementary school for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

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About the Fourth Grade Science Curriculum

This science module refers to the national curriculum that was in effect for the fourth grade students assessed in TIMSS 2015—the curriculum that covers science instruction at the fourth grade of primary/elementary school for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

S1. Does your country have a national curriculum that covers science instruction at the fourth grade of primary/elementary school?

Check **one** circle only.

- Yes
 No

If Yes...

Comments:

If No...

What is the highest level of decision-making authority (e.g., state or province) that provides a curriculum that covers science instruction at the fourth grade of primary/elementary school?

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TIMSS 2015 Curriculum Questionnaire – Fourth Grade - About the Fourth Grade Science Curriculum

S2. A. In what year was the 2014/2015 science curriculum introduced?

Comments:

B. Is the science curriculum currently being revised?

Check one circle only.

- Yes
- No

If Yes...

Please explain:

If No...

Comments:

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S3. For the primary/elementary school science curriculum, what is the grade structure?

Examples: "Grades 1-8"; "Grades 1-4"; "Grades 2-5"

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Curriculum Specifications

This science module refers to the national curriculum that was in effect for the fourth grade students assessed in TIMSS 2015—the curriculum that covers science instruction at the fourth grade of primary/elementary school for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

S4. What does the science curriculum prescribe?

Check **one** circle for each line.

	Yes	No
a) Goals and objectives	<input type="radio"/>	<input type="radio"/>
b) Instructional processes or methods	<input type="radio"/>	<input type="radio"/>
c) Materials (e.g., textbooks, instructional materials)	<input type="radio"/>	<input type="radio"/>
d) Assessment methods/activities	<input type="radio"/>	<input type="radio"/>
e) Other Please specify below:	<input type="radio"/>	<input type="radio"/>

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S5. Does the curriculum or any other official document prescribe the percentage of total instructional time to be devoted to science instruction at the fourth grade of primary/elementary school?

Check one circle only.

- Yes
 No

If Yes...

Please specify the percentage:

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TIMSS 2015 Curriculum Questionnaire – Fourth Grade - Curriculum Specifications

S6. How is the science curriculum implementation evaluated?

Check one circle for each line.

	Yes	No
a) Visits by inspectors	<input type="radio"/>	<input type="radio"/>
b) Research programs	<input type="radio"/>	<input type="radio"/>
c) School self-evaluation	<input type="radio"/>	<input type="radio"/>
d) National or regional examinations	<input type="radio"/>	<input type="radio"/>
e) Other Please specify below:	<input type="radio"/>	<input type="radio"/>

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Instructional Materials and Use of Technology

This science module refers to the national curriculum that was in effect for the fourth grade students assessed in TIMSS 2015—the curriculum that covers science instruction at the fourth grade of primary/elementary school for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

S7. A. Is there a process for approving the science instructional materials?

Check **one** circle only.

- Yes
- No

If Yes...

Please describe the process, and what materials (e.g., textbooks, workbooks, online materials) must be approved through this process:

B. Does the national curriculum contain statements/policies about the use of technology (e.g., computers, tablets, calculators) in grade 4 science instruction?

Check **one** circle only.

- Yes
- No

If Yes...

What are the statements/policies?

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Fourth Grade Science Topics Covered

This science module refers to the national curriculum that was in effect for the fourth grade students assessed in TIMSS 2015—the curriculum that covers science instruction at the fourth grade of primary/elementary school for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

S8. (i) According to the national science curriculum, what proportion of grade 4 students should have been taught each of the following topics or skills by the end of grade 4?

Be sure to include curriculum expectations for all grades up to and including grade 4. Grades represent years of formal schooling. For example, if “Year 5” in your country corresponds to the fourth year of formal schooling, please choose grade 4.

(ii) Across grades from preprimary through upper secondary education, at what grade(s) are the topics primarily intended to be taught?

If there are not any specifications to this detail, please indicate national expectations to the best of your ability. If part of a topic does not apply [e.g., birds in part A topic (a)], please explain in the comment field.

	(i) Proportion of grade 4 students expected to be taught topic			(ii) Grade(s) topic is expected to be taught preprimary (PP) through the end of upper secondary (G12)												
	Check one circle for each line.			Check the corresponding grade(s) for each topic												
	All or almost all students	Only the more able students	Not included in the curriculum through grade 4	PP	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12
A. Life Science																
a) Characteristics of living things and the major groups of living things (e.g., mammals, birds, insects, flowering plants)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Major body structures and their functions in humans, other animals, and plants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Life cycles of common plants and animals (e.g., humans, butterflies, frogs, flowering plants)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Understanding that some characteristics are inherited and some are the result of the environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) How physical features and behaviors help living things survive in their environments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Relationships in communities and ecosystems (e.g., simple food chains, predator-prey relationships, human impacts on the environment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Human health (transmission and prevention of diseases, symptoms of health and illness, importance of a healthy diet and exercise)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

S8. (continued)

(i) According to the national science curriculum, what proportion of grade 4 students should have been taught each of the following topics or skills by the end of grade 4?

Be sure to include curriculum expectations for all grades up to and including grade 4. Grades represent years of formal schooling. For example, if "Year 5" in your country corresponds to the fourth year of formal schooling, please choose grade 4.

(ii) Across grades from preprimary through upper secondary education, at what grade(s) are the topics primarily intended to be taught?

If there are not any specifications to this detail, please indicate national expectations to the best of your ability. If part of a topic does not apply (e.g., birds in part A topic (a)), please explain in the comment field.

	(i) Proportion of grade 4 students expected to be taught topic			(ii) Grade(s) topic is expected to be taught preprimary (PP) through the end of upper secondary (G12)												
	All or almost all students	Only the more able students	Not included in the curriculum through grade 4	PP	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12
<i>Check one circle for each line.</i>																
<i>Check the corresponding grade(s) for each topic</i>																
B. Physical Science																
a) States of matter (solid, liquid, gas) and properties of the states of matter (volume, shape); how the state of matter changes by heating or cooling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Classifying materials based on physical properties (e.g., weight/mass, volume, conducting heat, conducting electricity, magnetic attraction)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Mixtures and how to separate a mixture into its components (e.g., sifting, filtering, evaporation, using a magnet)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Chemical changes in everyday life (e.g., decaying, burning, rusting, cooking)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Common sources of energy (e.g., the Sun, electricity, wind) and uses of energy (heating and cooling homes, providing light)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Light and sound in everyday life (e.g., understanding shadows and reflection, understanding that vibrating objects make sound)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Electricity and simple circuits (e.g., identifying materials that are conductors, recognizing that electricity can be changed to light or sound, knowing that a circuit must be complete to work correctly)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Properties of magnets (e.g., knowing that like poles repel and opposite poles attract, recognizing that magnets can attract some objects)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Forces that cause objects to move (e.g., gravity, pushing/pulling)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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S8. (continued)

(i) According to the national science curriculum, what proportion of grade 4 students should have been taught each of the following topics or skills by the end of grade 4?

Be sure to include curriculum expectations for all grades up to and including grade 4. Grades represent years of formal schooling. For example, if "Year 5" in your country corresponds to the fourth year of formal schooling, please choose grade 4.

(ii) Across grades from preprimary through upper secondary education, at what grade(s) are the topics primarily intended to be taught?

If there are not any specifications to this detail, please indicate national expectations to the best of your ability. If part of a topic does not apply (e.g., birds in part A topic (a)), please explain in the comment field.

	(i) Proportion of grade 4 students expected to be taught topic			(ii) Grade(s) topic is expected to be taught preprimary (PP) through the end of upper secondary (G12)												
	Check one circle for each line.			Check the corresponding grade(s) for each topic												
	All or almost all students	Only the more able students	Not included in the curriculum through grade 4	PP	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12
C. Earth Science																
a) Common features of the Earth's landscape (e.g., mountains, plains, deserts, rivers, oceans) and their relationship to human use (farming, irrigation, land development)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Where water is found on the Earth and how it moves in and out of the air (e.g., evaporation, rainfall, cloud formation, dew formation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Understanding that weather can change from day to day, from season to season, and by geographic location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Understanding what fossils are and what they can tell us about past conditions on Earth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Objects in the solar system (the Sun, the Earth, the Moon, and other planets) and their movements (the Earth and other planets revolve around the Sun, the Moon revolves around the Earth)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Understanding how day and night result from the Earth's rotation on its axis and how the Earth's rotation results in changing shadows throughout the day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Understanding how seasons are related to the Earth's annual movement around the Sun	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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TIMSS 2015 Curriculum Questionnaire – Fourth Grade

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