



APPENDIX:
DIRECTIONS FOR TRANSLATING AND
ADAPTING TIMSS 2023 CONTEXT
QUESTIONNAIRES

Translating and Adapting Context Questionnaires

There are four types of context questionnaires for TIMSS 2023 at the fourth grade and three types of context questionnaires for TIMSS 2023 at the eighth grade:

- School Questionnaire
- Teacher Questionnaire
- Student Questionnaire
- Early Learning Survey (Home Questionnaire, fourth grade only)

The questionnaires are organized in modules, which are either general or subject related blocks of questions. Each questionnaire consists of a cover and directions file and at least one questionnaire module. Using questionnaire modules instead of intact questionnaires eliminates the need to implement the translations and adaptations in multiple copies of the same document.

The translated text should maintain the same meaning as the international source text at an appropriate level for the target population, while following the rules of the target language with necessary adaptations to each country's cultural context. To make valid comparisons across countries, it is important to ensure equivalence of the translated questionnaires across languages. In principle, participants in different countries should be answering the same questions.

To ensure high quality translations, it is important that countries use skilled and experienced translators. For countries that administer the questionnaires in English, the international version should be adapted to the English used in the country administering the assessment.

Some words/terms are emphasized using a bold font. In languages where this format is not possible, or would not be meaningful, an alternative format may be used—for example, underlining or italics.

In the international versions of the questionnaires, there are some words and phrases printed within carets, such as <country>, and these should be replaced with your own country-specific information—removing the carets after a word or phrase is replaced. The specific changes that need to be made are detailed later in this section.

In order to make adaptations to a number of items in the questionnaires, you will need to consult the UNESCO International Standard Classification of Education: ISCED 2011. You can obtain a copy of this document in PDF format at the following website: <http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-isced-2011-en.pdf>

ISCED is an abbreviation for the International Standard Classification of Education. The purpose of using the ISCED classification scheme is to provide flexibility in how to present different education levels, yet obtain internationally comparable data. If a particular ISCED level does not apply in your country, you may either omit that response option or split it into more detailed education levels, provided that you do not interfere with the objective of having comparable international data across all participating countries and that you document the proper recoding instructions in the National Adaptations Forms.

Translation and Adaptation Notes for the Fourth Grade Questionnaires

Fourth Grade School Questionnaire: Translation and Adaptation Notes

General Adaptations

Replace **<Grade 4>** on the covers and in the module footer with the name of the grade tested for TIMSS 2023 in your country.

Replace **<fourth grade>** in all applicable text with the appropriate name of the grade tested for TIMSS 2023.

Covers and Directions

Insert your National Research Center's name and address in place of **<TIMSS National Research Center Name>** and **<Address>** on the front cover.

In the directions, replace **<country>** with the name of your country.

Insert an appropriate address for the return of the School Questionnaire in place of **<Insert country-specific information here>**.

School Questionnaire Module

ScQ-01, ScQ-02	Replace <first day of month TIMSS testing begins, 2023> with the first day of the month in which the assessment is being administered in your country.
ScQ-04	Replace <language of test> with the language of the corresponding TIMSS achievement test. Please ensure that this is the language in which students in the school complete the TIMSS test, even if it differs from the language of the School Questionnaire.
ScQ-16	Replace <first grade> with the name of the first grade of primary/elementary school (ISCED Level 1), not including Kindergarten.
ScQ-19, ScQ-20	Consult UNESCO's <i>International Standard Classification of Education: ISCED 2011</i> to determine the levels of education in your country that correspond to the ISCED levels. You should identify the appropriate levels in your system so that they align with the ISCED levels and ensure that the names for the levels are clear and familiar to adults in your country. ** Please note that adaptations implemented for this question should correspond to those made for the same ISCED levels in HQ-16 and HQ-17 of the Early Learning Survey (Home Questionnaire), and in TQG-04 of the Teacher Questionnaire.

ISCED Level 6 refers to Bachelor’s or equivalent level programs. These programs are more advanced than those at ISCED Levels 3 and 4 and usually have a theoretical focus in order to prepare students academically and/or professionally. Insert the appropriate name for this level of education in your country in place of **<Bachelor’s or equivalent level—ISCED Level 6 >**.

ISCED Level 7 refers to Master’s or equivalent level programs. These programs are more advanced than those at ISCED Level 6, prepare students academically and/or professionally, and lead to a second (though not a Doctoral) degree. Insert the appropriate name for this level of education in your country in place of **<Master’s or equivalent level—ISCED Level 7>**.

ISCED Level 8 refers to Doctoral or equivalent level programs. These programs are research-based and more advanced than those at ISCED Level 7. Insert the appropriate name for this level of education in your country in place of **<Doctor or equivalent level—ISCED Level 8>**.

ScQ-20a If there is a specific term in your education system for a certificate or license in educational leadership, please use it in place of the term **<Certificate or license>**.

ScQ-21 Replace **<2019 - 2020>**, **<2020 - 2021>**, **<2021 - 2022>**, **<2022 - 2023>** with the corresponding school years in your country.

Fourth Grade Teacher Questionnaire: Translation and Adaptation Notes

General Adaptations

Replace <Grade 4> on the covers and in the module footers with the name of the grade tested for TIMSS 2023 in your country.

Replace <fourth grade> in all applicable text with the appropriate name of the grade tested for TIMSS 2023.

Covers and Directions

Insert your National Research Center's name and address in place of <TIMSS National Research Center Name> and <Address> on the front cover.

In the directions, replace <country> with the name of your country.

Insert an appropriate address for the return of the Teacher Questionnaire in place of <Insert country-specific information here>.

General Module

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| TQG-02 | Replace <Other> with appropriate term or delete. |
| TQG-04 | Consult UNESCO's <i>International Standard Classification of Education: ISCED 2011</i> to determine the levels of education in your country that correspond to the ISCED levels. You should identify the appropriate levels in your system so that they align with the ISCED levels and ensure that the names for the levels are clear and familiar to adults in your country. |
- ** Please note that adaptations implemented for this question should correspond to those made for the same ISCED levels in ScQ-19 and ScQ-20 of the School Questionnaire, as well as HQ-16 and HQ-17 of the Early Learning Survey (Home Questionnaire).

ISCED Level 3 refers to programs in upper secondary education, typically at the end or final stage of secondary education. These educational programs are more specialized than ISCED Level 2, and the curriculum can be focused on preparing students to join the work force and/or providing foundational skills for tertiary education. Insert the appropriate name for this level of education in your country in place of <Upper secondary education—ISCED Level 3>.

ISCED Level 4 refers to post-secondary, non-tertiary education. Level 4 programs straddle the boundary between upper secondary (Level 3) and tertiary (Level 5) education. Level 4 programs cannot be considered tertiary education programs because the content

covered is not much more advanced than the content covered in upper secondary programs. Normally, Level 4 programs prepare students for employment opportunities, though these programs may provide qualifications for entry into tertiary programs. Insert the appropriate name for this level of education in your country in place of **<Post-secondary, non-tertiary education—ISCED Level 4>**.

ISCED Level 5 refers to short-cycle tertiary education programs. These programs are more advanced than those at ISCED Levels 3 and 4. Usually, these programs are occupationally-focused, providing skills needed for the job market. ISCED Level 5 also can prepare students for additional tertiary education programs. Insert the appropriate name for this level of education in your country in place of **<Short-cycle tertiary education—ISCED Level 5>**.

ISCED Level 6 refers to Bachelor’s or equivalent level programs. These programs are more advanced than those at ISCED Levels 3 and 4 and usually have a theoretical focus in order to prepare students academically and/or professionally. Insert the appropriate name for this level of education in your country in place of **<Bachelor’s or equivalent level—ISCED Level 6>**.

ISCED Level 7 refers to Master’s or equivalent level programs. These programs are more advanced than those at ISCED Level 6, prepare students academically and/or professionally, and lead to a second (though not a Doctoral) degree. Insert the appropriate name for this level of education in your country in place of **<Master’s or equivalent level—ISCED Level 7>**.

ISCED Level 8 refers to Doctoral or equivalent level programs. These programs are research-based and more advanced than those at ISCED Level 7. Insert the appropriate name for this level of education in your country in place of **<Doctor or equivalent level—ISCED Level 8>**.

- TQG-05A Replace **<post-secondary>** with the appropriate term in your education system.
- TQG-05Ae, TQG-11 Replace **<language of test>** with the language of the corresponding TIMSS achievement test. Please ensure that this is the language in which students in the class complete the TIMSS assessment, even if it differs from the language of the Teacher Questionnaire.
- TQG-05B If there is a specific term in your teacher education system for subject specialization, please use it in place of the term **<specialization>**.

Mathematics and Science Modules

- TQS-04b Replace <**water, energy**> with examples of natural resources that teachers would encourage students to use less of in your country.
- TQS-04d Replace <**climate change, endangered animals**> with examples of environmental issues that teachers would discuss with students in your country.
- TQS-05a Replace <**a pond or meadow**> with examples of natural areas that teachers and students would have access to in your country.
- TQS-05b Replace <**pick up trash**> with an environmentally responsible activity that teachers would be able to do with students in your country.
- TQS-05c Replace <**pollution, climate change**> with examples of particular environmental topics that teachers might assign to students to research in your country.

Fourth Grade Student Questionnaire: Translation and Adaptation Notes

General Adaptations

Replace <Grade 4> on the covers and in the module footers with the name of the grade tested for TIMSS 2023 in your country.

Covers and Directions

Insert your National Research Center's name and address in place of <TIMSS National Research Center Name> and <Address> on the front cover.

General Module

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| SQG-01 | Replace <Other> with appropriate term or delete. |
| SQG-03 | Replace <language of test> with the language of the corresponding TIMSS achievement test. |
| SQG-05g-j | Replace the generic <country-specific indicator of wealth> options with appropriate home possessions that will discriminate between the various levels of socioeconomic status found within your own country. (SQG-05a-f are resources available within the home.) Possessions listed should be chosen with care. Items that almost everyone in the country possesses are not good candidates for the list. For example, a television would not be a good choice if most homes have one. There are four <country-specific indicator of wealth> options listed for the item. List as many as needed for your country, with a maximum of four. If you have chosen to include fewer than four <country-specific indicator of wealth> options, you will need to delete the remaining options. |
| SQG-06A-B | <p>Parent/guardian refers to the student's parent or the person who is the student's main or legal guardian and is responsible for their welfare.</p> <p>You should adapt references to parents/guardians to your country's context—<Parent/Guardian A>, <Parent Guardian B>, and <parent(s)/guardian(s)>. For example, it may be most appropriate to refer to parents as Parent/Guardian A and Parent/Guardian B, or it may be most appropriate to adapt the item so that Mother or Female Guardian replaces Parent/Guardian A and Father or Male Guardian replaces Parent/Guardian B. The terms used in the adaptation should be familiar to students in your country.</p> <p>If you choose to administer the questionnaire using more general terms such as Parent/Guardian A and Parent/Guardian B, you may want to use the following directional sentence: <If you have</p> |

only one parent/guardian, answer for Parent/Guardian A. If you have two parents/guardians, choose one for Parent/Guardian A and the other for Parent/Guardian B.> You may find this sentence unnecessary (and you can omit it) if you use more specific terms for parents/guardians such as **Mother or Female Guardian** and **Father or Male Guardian**.

** Please note that adaptations implemented for this question should correspond to those made in HQ-13, HQ-14, HQ-16 and HQ-18 of the Early Learning Survey (Home Questionnaire).

SQG-06A-B, SQG-07	Replace <country> with the name of your country.
SQG-11d	Replace <forests, parks, deserts> with natural areas that students have access to in your country.
SQG-12a	Replace <bags, bottles> with examples of items that students are likely to have the ability and agency to reuse in your country.
SQG-12b	Replace <water, food> with examples of natural resources that students are likely to have the ability and agency to use less of in your country.
SQG-12c	Replace <saving water, picking up trash> with examples of environmentally responsible activities that students would be likely to talk about in your country.
SQG-12d	Replace <climate change, endangered animals> with environmental problems that are particularly relevant in your country.

Mathematics and Science Modules

There are no module-specific adaptations required.

Early Learning Survey (Home Questionnaire): Translation and Adaptation Notes

General Adaptations

Parent/guardian refers to the student's parent or the person who is the child's main or legal guardian and is responsible for the child's welfare. This does not refer to a babysitter or a childcare worker. If there are more familiar or appropriate terms in your country for parents or guardians, please use them in place of **<parent(s)/guardian(s)>** in the questionnaire directions and module.

Covers and Directions

Replace **<Grade 4>** on the covers with the name of the grade tested for TIMSS 2023 in your country.

Insert your National Research Center's name and address in place of **<TIMSS National Research Center Name>** and **<Address>** on the front cover.

Early Learning Survey (Home Questionnaire) Module

HQ-02A-B, HQ-13	Replace <country> with the name of your country.
HQ-03a, HQ-14a, HQ-15	Replace <language of test> with the language of the corresponding TIMSS achievement test. Please ensure that this is the language in which students complete the TIMSS test at school, even if it differs from the language of the Home Questionnaire.
HQ-03b-e, HQ-14b-e	Replace the generic <country-specific> options with spoken languages other than the official language of your country's education system (e.g., indigenous languages, languages spoken by immigrant groups). There are four <country-specific> options listed for the item. You will need to delete any <country-specific> options that you do not use. **Please note that the <country-specific> adaptations of spoken languages other than the language of the test made for Q3 should correspond with those made in Q14 of this questionnaire.
HQ-04A, HQ-05, HQ-06, HQ-07	Replace <first grade> with the name of the first grade of primary/elementary school (ISCED Level 1), not including Kindergarten.

- HQ-04Ab Replace <**Kindergarten**> with the appropriate term in your education system.
- HQ-09a Replace <**climate change, endangered animals**> with particularly
HQ-09b relevant environmental problems in your country.
- HQ-09c Replace <**water, energy**> with resources that students are likely to have the ability and agency to use less of.
- HQ-09d Replace <**forest, parks, deserts**> with natural areas that students and their parents would have access to in your country.
- HQ-13, Parent/guardian refers to the student’s parent or the person who is
HQ-14, the student’s main or legal guardian and is responsible for their
HQ-16, welfare.
HQ-18
- You should adapt references to parents/guardians to your country’s context—<**Parent/Guardian A**>, <**Parent Guardian B**>, and <**parent(s)/guardian(s)**>. For example, it may be most appropriate to refer to parents as **Parent/Guardian A** and **Parent/Guardian B**, or it may be most appropriate to adapt the item so that **Mother or Female Guardian** replaces **Parent/Guardian A** and **Father or Male Guardian** replaces **Parent/Guardian B**. The terms used in the adaptation should be familiar to parents/guardians in your country.
- If you choose to administer the questionnaire using more general terms such as **Parent/Guardian A** and **Parent/Guardian B**, you may want to use the following directional sentence: <**If the child has only one parent/guardian, answer for Parent/Guardian A. If there are two parents/guardians, choose one for Parent/Guardian A and the other for Parent/Guardian B.**> You may find this sentence unnecessary (and you can omit it) if you use more specific terms for parents/guardians such as **Mother or Female Guardian** and **Father or Male Guardian**.
- ** Please note that adaptations implemented for these questions should be consistent across Q13, Q14, Q16, and Q18 of this questionnaire. The adaptations should also correspond to those made in SQG-06 of the Student Questionnaire.
- HQ-16, Consult UNESCO’s *International Standard Classification of*
HQ-17 *Education: ISCED 2011* to determine the levels of education in your country that correspond to the ISCED levels. You should identify the appropriate levels in your system so that they align with the ISCED levels and ensure that the names for the levels are clear and familiar to adults in your country.

** Please note that adaptations implemented for this question should correspond to those made for the same ISCED levels in ScQ-19 and ScQ-20 of the School Questionnaire and in TQG-04 of the Teacher Questionnaire (General Module).

ISCED Level 1 refers to primary education or the first stage of basic education. Programs at Level 1 provide students with foundational education in reading, writing, and mathematics, along with an elementary understanding of other subjects such as history, geography, natural science, social science, art, and music. Level 1 is the highest level of education that immediately precedes Level 2, or lower secondary school study. Insert the appropriate name for this level of education in your country in place of **<Primary education—ISCED Level 1>**.

ISCED Level 2 refers to lower secondary education or the second stage of basic education. In many countries, Level 2 represents a continuation of basic education. Programs at this level generally aim to complete the provision of basic skills with a curriculum that focuses on different subjects. Typically, Level 2 prepares students for the next level of education (Level 3, or upper secondary), but Level 2 also can be terminal, aiming to prepare students for entering the workforce. Insert the appropriate name for this level of education in your country in place of **<Lower secondary education—ISCED Level 2>**.

ISCED Level 3 refers to programs in upper secondary education, typically at the end or final stage of secondary education. These educational programs are more specialized than ISCED Level 2, and the curriculum can be focused on preparing students to join the work force and/or providing foundational skills for tertiary education. Insert the appropriate name for this level of education in your country in place of **<Upper secondary education—ISCED Level 3>**.

ISCED Level 4 refers to post-secondary, non-tertiary education. Level 4 programs straddle the boundary between upper secondary (Level 3) and tertiary (Level 5) education. Level 4 programs cannot be considered tertiary education programs because the content covered is not much more advanced than the content covered in upper secondary programs. Normally, Level 4 programs prepare students for employment opportunities, though these programs may provide qualifications for entry into tertiary programs. Insert the appropriate name for this level of education in your country in place of **<Post-secondary, non-tertiary education—ISCED Level 4>**.

ISCED Level 5 refers to short-cycle tertiary education programs. These programs are more advanced than those at ISCED Levels 3 and 4. Usually, these programs are occupationally-focused, providing skills needed for the job market. ISCED Level 5 also can prepare students for additional tertiary education programs. Insert the appropriate name for this level of education in your country in place of **<Short-cycle tertiary education—ISCED Level 5>**.

ISCED Level 6 refers to Bachelor’s or equivalent level programs. These programs are more advanced than those at ISCED Levels 3 and 4 and usually have a theoretical focus in order to prepare students academically and/or professionally. Insert the appropriate name for this level of education in your country in place of **<Bachelor’s or equivalent level—ISCED Level 6 >**.

Postgraduate degree is an umbrella term that includes both the Master’s—ISCED Level 7 and Doctor—ISCED Level 8 degree programs. ISCED Level 7 refers to Master’s or equivalent level programs. These programs are more advanced than those at ISCED Level 6, prepare students academically and/or professionally, and lead to a second (though not a Doctoral) degree. ISCED Level 8 refers to Doctoral or equivalent level programs. These programs are research-based and more advanced than those at ISCED Level 7. Insert the appropriate name for this level of education in your country in place of **<Postgraduate degree: Master’s—ISCED Level 7 or Doctor—ISCED Level 8>**.

Translation and Adaptation Notes for the Eighth Grade Questionnaires

Eighth Grade School Questionnaire: Translation and Adaptation Notes

General Adaptations

Replace **<Grade 8>** on the covers and in the module footer with the name of the grade tested for TIMSS 2023 in your country.

Replace **<eighth grade>** in all applicable text with the appropriate name of the grade tested for TIMSS 2023.

Covers and Directions

Insert your National Research Center's name and address in place of **<TIMSS National Research Center Name>** and **<Address>** on the front cover.

In the directions, replace **<country>** with the name of your country.

Insert an appropriate address for the return of the School Questionnaire in place of **<Insert country-specific information here>**.

School Questionnaire Module

ScQ-01, ScQ-02	Replace <first day of month TIMSS testing begins, 2023> with the first day of the month in which the assessment is being administered in your country.
ScQ-04	Replace <language of test> with the language of the corresponding TIMSS achievement test in the school. Please ensure that this is the language in which students complete the TIMSS test, even if it differs from the language of the School Questionnaire.
ScQ-19, ScQ-20	Consult UNESCO's <i>International Standard Classification of Education: ISCED 2011</i> to determine the levels of education in your country that correspond to the ISCED levels. You should identify the appropriate levels in your system so that they align with the ISCED levels and ensure that the names for the levels are clear and familiar to adults in your country. ** Please note that adaptations implemented for this question should correspond to those made for the same ISCED levels in TQG-04 of the Teacher Questionnaire (General Module), and in SQ6-06A-B and SQ6-07 of the eighth grade Student Questionnaires.

ISCED Level 6 refers to Bachelor's or equivalent level programs. These programs are more advanced than those at ISCED Levels 3 and 4 and usually have a theoretical focus in order to prepare students

academically and/or professionally. Insert the appropriate name for this level of education in your country in place of **<Bachelor’s or equivalent level—ISCED Level 6 >**.

ISCED Level 7 refers to Master’s or equivalent level programs. These programs are more advanced than those at ISCED Level 6, prepare students academically and/or professionally, and lead to a second (though not a Doctoral) degree. Insert the appropriate name for this level of education in your country in place of **<Master’s or equivalent level—ISCED Level 7>**.

ISCED Level 8 refers to Doctoral or equivalent level programs. These programs are research-based and more advanced than those at ISCED Level 7. Insert the appropriate name for this level of education in your country in place of **<Doctor or equivalent level—ISCED Level 8>**.

- ScQ-20a If there is a specific term in your education system for a certificate or license in educational leadership, please use it in place of the term **<Certificate or license>**.
- ScQ-21 Replace **<2019 - 2020>**, **<2020 - 2021>**, **<2021 - 2022>**, **<2022 - 2023>** with the corresponding school years in your country.

Eighth Grade Teacher Questionnaire (Mathematics and Science): Translation and Adaptation Notes

General Adaptations

Replace <Grade 8> on the covers and in the module footers with the name of the grade tested for TIMSS 2023 in your country.

Replace <eighth grade> in all applicable text with the appropriate name of the grade tested for TIMSS 2023.

Covers and Directions

Insert your National Research Center's name and address in place of <TIMSS National Research Center Name> and <Address> on the front cover.

In the directions, replace <country> with the name of your country.

Insert an appropriate address for the return of the Teacher Questionnaire in place of <Insert country-specific information here>.

General Module

TQG-02 Replace <Other> with appropriate term or delete.

TQG-04 Consult UNESCO's *International Standard Classification of Education: ISCED 2011* in order to determine the levels of education in your country that correspond to the ISCED levels. You should identify the appropriate levels in your system so that they align with the ISCED levels and ensure that the names for the levels are clear and familiar to adults in your country.

** Please note that adaptations implemented for this question should correspond to those made for the same ISCED levels in ScQ-19 and ScQ-20 of the School Questionnaire and in SQG-06A-B and SQG-07 of the eighth grade Student Questionnaires.

ISCED Level 3 refers to programs in upper secondary education, typically at the end or final stage of secondary education. These educational programs are more specialized than ISCED Level 2, and the curriculum can be focused on preparing students to join the work force and/or providing foundational skills for tertiary education. Insert the appropriate name for this level of education in your country in place of <Upper secondary education—ISCED Level 3>.

ISCED Level 4 refers to post-secondary, non-tertiary education. Level 4 programs straddle the boundary between upper secondary (Level 3) and tertiary (Level 5) education. Level 4 programs cannot be considered tertiary education programs because the content

covered is not much more advanced than the content covered in upper secondary programs. Normally, Level 4 programs prepare students for employment opportunities, though these programs may provide qualifications for entry into tertiary programs. Insert the appropriate name for this level of education in your country in place of **<Post-secondary, non-tertiary education—ISCED Level 4>**.

ISCED Level 5 refers to short-cycle tertiary education programs. These programs are more advanced than those at ISCED Levels 3 and 4. Usually, these programs are occupationally-focused, providing skills needed for the job market. ISCED Level 5 also can prepare students for additional tertiary education programs. Insert the appropriate name for this level of education in your country in place of **<Short-cycle tertiary education—ISCED Level 5>**.

ISCED Level 6 refers to Bachelor’s or equivalent level programs. These programs are more advanced than those at ISCED Levels 3 and 4 and usually have a theoretical focus in order to prepare students academically and/or professionally. Insert the appropriate name for this level of education in your country in place of **<Bachelor’s or equivalent level—ISCED Level 6 >**.

ISCED Level 7 refers to Master’s or equivalent level programs. These programs are more advanced than those at ISCED Level 6, prepare students academically and/or professionally, and lead to a second (though not a Doctoral) degree. Insert the appropriate name for this level of education in your country in place of **<Master’s or equivalent level—ISCED Level 7>**.

ISCED Level 8 refers to Doctoral or equivalent level programs. These programs are research-based and more advanced than those at ISCED Level 7. Insert the appropriate name for this level of education in your country in place of **<Doctor or equivalent level—ISCED Level 8>**.

- TQG-05 Replace **<post-secondary>** with the appropriate term in your education system.
- TQG-05e Replace **<Earth Science>** with the appropriate term in your education system.
- TQG-11 Replace **<language of test>** with the language of the corresponding TIMSS achievement test. Please ensure that this is the language in which students complete the TIMSS test, even if it differs from the language of the questionnaire.

Mathematics Module

There are no module-specific adaptations required.

Science Module

For **<TIMSS Class/Class with the TIMSS students>** in headers and applicable text, select the appropriate term for the students tested in science in your country.

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| TQS-17b | Replace <water, energy> with examples of natural resources that teachers would encourage students to use less of in your country. |
| TQS-17d | Replace <climate change, endangered animals> with examples of environmental issues that teachers would discuss with students in your country. |
| TQS-18a | Replace <a pond or meadow> with examples of natural areas that teachers and students would have access to in your country. |
| TQS-18b | Replace <pick up trash> with an environmentally responsible activity that teachers would be able to do with students in your country. |
| TQS-18c | Replace <pollution, climate change> with examples of particular environmental topics that teachers might assign to students to research in your country. |

Eighth Grade Student Questionnaire—Integrated Science Version: Translation and Adaptation Notes

General Adaptations

Replace **<Grade 8>** on the covers and in the module footers with the name of the grade tested for TIMSS 2023 in your country.

Covers and Directions

Insert your National Research Center’s name and address in place of **<TIMSS National Research Center Name>** and **<Address>** on the front cover.

Student Questionnaire—Integrated Science Module

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| SQG-01 | Replace <Other> with appropriate term or delete. |
| SQG-03 | Replace <language of test> with the language of the corresponding TIMSS achievement test. |
| SQG-05g-j | Replace the generic <country-specific indicator of wealth> options with appropriate home possessions that will discriminate between the various levels of socioeconomic status found within your own country. (SQG-05a-f are resources available within the home.) Possessions listed should be chosen with care. Items that almost everyone in the country possesses are not good candidates for the list. For example, a television would not be a good choice if most homes have one. There are four <country-specific indicator of wealth> options listed for the item. List as many as needed for your country, with a maximum of four. If you have chosen to include fewer than four <country-specific indicator of wealth> options, you will need to delete the remaining options. |
| SQG-06A-B,
SQG-08A-B | <p>Parent/guardian refers to the student’s parent or the person who is the student’s main or legal guardian and is responsible for their welfare.</p> <p>You should adapt references to parents/guardians to your country’s context—<Parent/Guardian A>, <Parent Guardian B>, and <parent(s)/guardian(s)>. For example, it may be most appropriate to refer to parents as Parent/Guardian A and Parent/Guardian B, or it may be most appropriate to adapt the item so that Mother or Female Guardian replaces Parent/Guardian A and Father or Male Guardian replaces Parent/Guardian B. The terms used in the adaptation should be familiar to students in your country.</p> |

If you choose to administer the questionnaire using more general terms such as **Parent/Guardian A** and **Parent/Guardian B**, you may want to use the following directional sentence: **<If you have only one parent/guardian, answer for Parent/Guardian A. If you have two parents/guardians, choose one for Parent/Guardian A and the other for Parent/Guardian B.>** You may find this sentence unnecessary (and you can omit it) if you use more specific terms for parents/guardians such as **Mother or Female Guardian** and **Father or Male Guardian**.

** Please note that adaptations implemented for Q06 should correspond to those made in Q08 of this questionnaire.

SQG-06A,
SQG-06B,
SQG-07

Consult UNESCO's *International Standard Classification of Education: ISCED 2011* to determine the levels of education in your country that correspond to the ISCED levels. You should identify the appropriate levels in your system so that they align with the ISCED levels and ensure that the names for the levels are clear and familiar to students in your country.

** Please note that adaptations implemented for this question should correspond to those made for the same ISCED levels in ScQ-19 and ScQ-20 of the School Questionnaire, and in TQG-04 of the Teacher Questionnaires (General Module).

ISCED Level 1 refers to primary education or the first stage of basic education. Programs at Level 1 provide students with foundational education in reading, writing, and mathematics, along with an elementary understanding of other subjects such as history, geography, natural science, social science, art, and music. Level 1 is the highest level of education that immediately precedes Level 2, or lower secondary school study. Insert the appropriate name for this level of education in your country in place of **<Primary education—ISCED Level 1>**.

ISCED Level 2 refers to lower secondary education or the second stage of basic education. In many countries, Level 2 represents a continuation of basic education. Programs at this level generally aim to complete the provision of basic skills with a curriculum that focuses on different subjects. Typically, Level 2 prepares students for the next level of education (Level 3 or upper secondary), but it also can be terminal, aiming to prepare students for entering the workforce. Insert the appropriate name for this level of education in your country in place of **<Lower secondary education—ISCED Level 2>**.

ISCED Level 3 refers to programs in upper secondary education, typically at the end or final stage of secondary education. These educational programs are more specialized than ISCED Level 2, and the curriculum can be focused on preparing students to join the work force and/or providing foundational skills for tertiary education. Insert the appropriate name for this level of education in your country in place of **<Upper secondary education—ISCED Level 3>**.

ISCED Level 4 refers to post-secondary non-tertiary education. Level 4 programs straddle the boundary between upper secondary (Level 3) and tertiary (Level 5) education. Level 4 programs cannot be considered tertiary education programs because the content covered is not much more advanced than the content covered in upper secondary programs. Normally, Level 4 programs prepare students for employment opportunities, though these programs may provide qualifications for entry into tertiary programs. Insert the appropriate name for this level of education in your country in place of **<Post-secondary, non-tertiary education—ISCED Level 4>**.

ISCED Level 5 refers to short-cycle tertiary education programs. These programs are more advanced than those at ISCED Levels 3 and 4. Usually, these programs are occupationally-focused, providing skills needed for the job market. ISCED Level 5 also can prepare students for additional tertiary education programs. Insert the appropriate name for this level of education in your country in place of **<Short-cycle tertiary education—ISCED Level 5>**.

ISCED Level 6 refers to Bachelor's or equivalent level programs. These programs are more advanced than those at ISCED Levels 3 and 4 and usually have a theoretical focus in order to prepare students academically and/or professionally. Insert the appropriate name for this level of education in your country in place of **<Bachelor's or equivalent level—ISCED Level 6 >**.

Postgraduate degree is an umbrella term that includes both the Master's—ISCED Level 7 and Doctor—ISCED Level 8 degree programs. ISCED Level 7 refers to Master's or equivalent level programs. These programs are more advanced than those at ISCED Level 6, prepare students academically and/or professionally, and lead to a second (though not a Doctoral) degree. ISCED Level 8 refers to Doctoral or equivalent level programs. These programs are research-based and more advanced than those at ISCED Level 7. Insert the appropriate name for this level of education in your country in place of **<Postgraduate degree: Master's—ISCED Level 7 or Doctor—ISCED Level 8>**.

SQG-08A-B, SQG-09A-B	Replace <country> with the name of your country.
SQG-14g	Replace <forests, parks, deserts> with natural areas that students have access to in your country.
SQG-15a	Replace <bags, bottles> with examples of items that students are likely to have the ability and agency to reuse in your country.
SQG-15b	Replace <water, food> with examples of natural resources that students are likely to have the ability and agency to use less of in your country.
SQG-15c	Replace <saving water, picking up trash> with examples of environmentally responsible activities that students would be likely to talk about in your country.
SQG-15d	Replace <climate change, endangered animals> with environmental problems that are particularly relevant in your country.
SQG-17e	Replace <race, ethnicity, religion> with relevant social identities that students may be bullied for in your country.
SQM-23c, SQIS-29c	Insert an appropriate institutional designation in place of <university>.

Eighth Grade Student Questionnaire—Separate Science Subjects Version: Translation and Adaptation Notes

General Adaptations

Replace **<Grade 8>** on the covers and in the module footers with the name of the grade tested for TIMSS 2023 in your country.

Covers and Directions

Insert your National Research Center’s name and address in place of **<TIMSS National Research Center Name>** and **<Address>** on the front cover.

Student Questionnaire—Separate Science Module

- | | |
|-------------------------|--|
| SQG-01 | Replace <Other> with appropriate term or delete. |
| SQG-03 | Replace <language of test> with the language of the corresponding TIMSS achievement test. |
| SQG-05g–j | Replace the generic <country-specific indicator of wealth> options with appropriate home possessions that will discriminate between the various levels of socioeconomic status found within your own country. (SQG-05a–f are resources available within the home.) Possessions listed should be chosen with care. Items that almost everyone in the country possesses are not good candidates for the list. For example, a television would not be a good choice if most homes have one. There are four <country-specific indicator of wealth> options listed for the item. List as many as needed for your country, with a maximum of four. If you have chosen to include fewer than four <country-specific indicator of wealth> options, you will need to delete the remaining options. |
| SQG-06A–B,
SQG-08A–B | <p>Parent/guardian refers to the student’s parent or the person who is the student’s main or legal guardian and is responsible for their welfare.</p> <p>You should adapt references to parents/guardians to your country’s context—<Parent/Guardian A>, <Parent Guardian B>, and <parent(s)/guardian(s)>. For example, it may be most appropriate to refer to parents as Parent/Guardian A and Parent/Guardian B, or it may be most appropriate to adapt the item so that Mother or Female Guardian replaces Parent/Guardian A and Father or Male Guardian replaces Parent/Guardian B. The terms used in the adaptation should be familiar to students in your country.</p> <p>If you choose to administer the questionnaire using more general terms such as Parent/Guardian A and Parent/Guardian B, you</p> |

may want to use the following directional sentence: **<If you have only one parent/guardian, answer for Parent/Guardian A. If you have two parents/guardians, choose one for Parent/Guardian A and the other for Parent/Guardian B.>** You may find this sentence unnecessary (and you can omit it) if you use more specific terms for parents/guardians such as **Mother or Female Guardian** and **Father or Male Guardian**.

** Please note that adaptations implemented for Q06 should correspond to those made in Q08 of this questionnaire.

SQG-06A,
SQG-06B,
SQG-07

Consult UNESCO's *International Standard Classification of Education: ISCED 2011* to determine the levels of education in your country that correspond to the ISCED levels. You should identify the appropriate levels in your system so that they align with the ISCED levels and ensure that the names for the levels are clear and familiar to students in your country.

** Please note that adaptations implemented for this question should correspond to those made for the same ISCED levels in ScQ-19 and ScQ-20 of the School Questionnaire, and for TQG-04 of the Teacher Questionnaires (General Module).

ISCED Level 1 refers to primary education or the first stage of basic education. Programs at Level 1 provide students with foundational education in reading, writing, and mathematics, along with an elementary understanding of other subjects such as history, geography, natural science, social science, art, and music. Level 1 is the highest level of education that immediately precedes Level 2, or lower secondary school study. Insert the appropriate name for this level of education in your country in place of **<Primary education—ISCED Level 1>**.

ISCED Level 2 refers to lower secondary education or the second stage of basic education. In many countries, Level 2 represents a continuation of basic education. Programs at this level generally aim to complete the provision of basic skills with a curriculum that focuses on different subjects. Typically, Level 2 prepares students for the next level of education (Level 3, or upper secondary), but Level 2 also can be terminal, aiming to prepare students for entering the workforce. Insert the appropriate name for this level of education in your country in place of **<Lower secondary education—ISCED Level 2>**.

ISCED Level 3 refers to programs in upper secondary education, typically at the end or final stage of secondary education. These

educational programs are more specialized than ISCED Level 2, and the curriculum can be focused on preparing students to join the work force and/or providing foundational skills for tertiary education. Insert the appropriate name for this level of education in your country in place of **<Upper secondary education—ISCED Level 3>**.

ISCED Level 4 refers to post-secondary, non-tertiary education. Level 4 programs straddle the boundary between upper secondary (Level 3) and tertiary (Level 5) education. Level 4 programs cannot be considered tertiary education programs because the content covered is not much more advanced than the content covered in upper secondary programs. Normally, Level 4 programs prepare students for employment opportunities, though these programs may provide qualifications for entry into tertiary programs. Insert the appropriate name for this level of education in your country in place of **<Post-secondary, non-tertiary education—ISCED Level 4>**.

ISCED Level 5 refers to short-cycle tertiary education programs. These programs are more advanced than those at ISCED Levels 3 and 4. Usually, these programs are occupationally-focused, providing skills needed for the job market. ISCED Level 5 also can prepare students for additional tertiary education programs. Insert the appropriate name for this level of education in your country in place of **<Short-cycle tertiary education—ISCED Level 5>**.

ISCED Level 6 refers to Bachelor’s or equivalent level programs. These programs are more advanced than those at ISCED Levels 3 and 4 and usually have a theoretical focus in order to prepare students academically and/or professionally. Insert the appropriate name for this level of education in your country in place of **<Bachelor’s or equivalent level—ISCED Level 6 >**.

Postgraduate degree is an umbrella term that includes both the Master’s—ISCED Level 7 and Doctor—ISCED Level 8 degree programs. ISCED Level 7 refers to Master’s or equivalent level programs. These programs are more advanced than those at ISCED Level 6, prepare students academically and/or professionally, and lead to a second (though not a Doctoral) degree. ISCED Level 8 refers to Doctoral or equivalent level programs. These programs are research-based and more advanced than those at ISCED Level 7. Insert the appropriate name for this level of education in your country in place of **<Postgraduate degree: Master’s—ISCED Level 7 or Doctor—ISCED Level 8>**.

SQG-08A-B,
SQG-09A-B

Replace **<country>** with the name of your country.

- SQG-14g Replace <**forests, parks, deserts**> with natural areas that students have access to in your country.
- SQG-15a Replace <**bags, bottles**> with examples of items that students are likely to have the ability and agency to reuse in your country.
- SQG-15b Replace <**water, food**> with examples of natural resources that students are likely to have the ability and agency to use less of in your country.
- SQG-15c Replace <**saving water, picking up trash**> with examples of environmentally responsible activities that students would be likely to talk about in your country.
- SQG-15d Replace <**climate change, endangered animals**> with environmental problems that are particularly relevant in your country.
- SQG-17e Replace <**race, ethnicity, religion**> with relevant social identities that students may be bullied for in your country.
- SQM-23c, SQSS-48c Insert an appropriate institutional designation in place of <**university**>.