

TIMSS 2023 Curriculum Questionnaire—Fourth Grade

The TIMSS 2023 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 National Research Coordinators, drawing on the expertise of curriculum specialists and educators. Please submit this questionnaire by **January 31, 2024**.

Please note that the General Module is the same for the fourth and eighth grades. National Research Coordinators of countries participating in TIMSS 2023 at both the fourth and eighth grade should complete the General Module at only one of the grade levels. The Mathematics and Science Modules should be completed for both grades.

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 about how to complete this questionnaire, please contact IEA Hamburg: timss@iea-hamburg.de

GENERAL MODULE

To be completed by all countries participating in TIMSS

Grade Structure and Student Flow

GEN01

G1. What is your country's name for the grade(s) tested in TIMSS 2023, in English (e.g., grade 4, grade 8)?

GEN02A

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."

GEN02B

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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GEN03A

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

Click **one** circle only.

☐ Yes

☐ No

GEN03B

B. If Yes... How did the policy change, and what is the status of implementation?

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GEN04A

G4. What are the ages (or grades) of compulsory education in your country?

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

GEN04B

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GEN05

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

Example: "Grades 1-12."

GEN06

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."*Click **one** circle only.☐ Yes☐ No

GEN06T

Please describe:

Page 09

GEN07

G7. Does your country have a nationally mandated number of school days per year?Click **one** circle only.☐ Yes☐ No

GEN07T

Please describe:

Page 10

Languages of Instruction

GEN08A

G8. A. State the official language(s) and describe the major language subgroups in your country.

GEN08B

B. Describe the languages of instruction for mathematics and science in the fourth and eighth grades. For example, is the instruction in these grades for these subjects presented to the students in their native language or in a second language?

Early Childhood Education

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

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

G9. A. Are the following forms of early childhood education available in your country?

Click **one** circle for each line.

		Yes	No	Varies by State
GEN09AA	a) Government-sponsored ECED programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GEN09AB	b) Government-sponsored PPE programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GEN09AC	c) Private ECED programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GEN09AD	d) Private PPE programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GEN09AE	e) Targeted ECED programs for certain subgroups (e.g., low-income families)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GEN09AF	f) Targeted PPE programs for certain subgroups (e.g., low-income families)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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GEN09B B. How many years can children attend ECED and PPE programs altogether?

Click **one** circle only.

☐ 1 year

☐ 2 years

☐ 3 years

☐ 4 or more years

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GEN09C C. If your country has an integrated or unitary system of early childhood education (i.e., is not formally divided into ECED and PPE), please describe:

GEN09T Comments:

Page 14

G10. Does your country have national curriculum guidance documents for ECED or PPE programs?

Click **one** circle for each line.

		Yes	No
GEN10A	a) ECED programs for children under age 3	<input type="radio"/>	<input type="radio"/>
GEN10B	b) PPE programs for children age 3 or older	<input type="radio"/>	<input type="radio"/>

Examinations

GEN11A

G11. 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?

Click **one** circle only.

☐ Yes

☐ No

GEN11B

B. If Yes... 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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Environmental Sustainability

GEN12

G12. Are there any national efforts or initiatives related to promoting sustainability or environmentalism in schools in your country?

Click **one** circle only.

☐ Yes

☐ No

GEN12T

If Yes... Please describe.

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Social-Emotional Learning

GEN13

G13. Are there any national efforts or initiatives related to promoting social-emotional learning in your country?

Click **one** circle only.

☐ Yes

☐ No

GEN13T

If Yes... Please describe.

Teacher Preparation

G14. A. What is the main preparation route(s) for teachers of students in the fourth and eighth grades?

If your country participates in TIMSS at one grade level, answer for that grade level only.

Click **all that apply** in each column.

Fourth Grade Eighth Grade

a) Completion of a university degree in education	<input type="checkbox"/>	<input type="checkbox"/>	GEN14AAA	GEN14AAB
b) Completion of a graduate degree in education	<input type="checkbox"/>	<input type="checkbox"/>	GEN14ABA	GEN14ABB
c) Completion of a teachers college or normal school degree	<input type="checkbox"/>	<input type="checkbox"/>	GEN14ACA	GEN14ACB
d) Completion of a specialized teaching program following a university degree	<input type="checkbox"/>	<input type="checkbox"/>	GEN14ADA	GEN14ADB

GEN14AT

Comments:

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GEN14B

B. Does the main preparation route(s) include an extended supervised practicum?

Click **one** circle only.

☐ Yes

☐ No

GEN14BT

If Yes... How long is this period?

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C. In addition to the main teacher preparation route(s), are there other requirements for being a teacher of students in the fourth and eighth grades?

If your country participates in TIMSS at one grade level, answer for that grade level only.

Click **all that apply** in each column.

Fourth Grade Eighth Grade

a) Passing a qualifying examination (e.g., licensing, certification)	<input type="checkbox"/>	<input type="checkbox"/>	GEN14CAA	GEN14CAB
b) Completion of a probationary teaching period	<input type="checkbox"/>	<input type="checkbox"/>	GEN14CBA	GEN14CBB
If Yes... How long is this period for each grade?			GEN14CBAT	GEN14CBBT
c) Completion of a mentoring or induction program (e.g., experienced teachers work with novice teachers to provide instructional guidance)	<input type="checkbox"/>	<input type="checkbox"/>	GEN14CCA	GEN14CCB
d) Other, please specify for each grade:	<input type="checkbox"/>	<input type="checkbox"/>	GEN14CDA	GEN14CDB
			GEN14CDAT	GEN14CDBT

GEN14D

D. In the last 10 years, has there been a change in the stated official policy about the requirements for being a teacher of students in the fourth or eighth grades?

Click **one** circle only.

☐ Yes

☐ No

GEN14DT

If Yes... How did the policy change, and what is the status of implementation?

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GEN15

G15. Describe any differences between the preparation of fourth grade teachers and the preparation of eighth grade teachers to teach mathematics and science in your country.

If your country only participates in TIMSS at the fourth grade, please skip this question.

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Principal Preparation

G16. A. What are the current requirements for being a principal of a school with fourth grade or eighth grade students?

If your country participates in TIMSS at one grade level, answer for that grade level only.

Click **all that apply** for each column.

	Fourth Grade	Eighth Grade		
a) Teaching experience	<input type="checkbox"/>	<input type="checkbox"/>	GEN16AAA	GEN16AAB
b) Completion of a specialized school leadership training program (not an academic degree)	<input type="checkbox"/>	<input type="checkbox"/>	GEN16ABA	GEN16ABB
c) Graduate degree in school leadership	<input type="checkbox"/>	<input type="checkbox"/>	GEN16ACA	GEN16ACB
d) Other, please specify for each grade: <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	GEN16ADA	GEN16ADB
			GEN16ADAT	GEN16ADBT

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GEN16B

B. In the last 10 years, has there been a change in the stated official policy about the requirements for being a principal of a school with fourth grade or eighth grade students?

Click **one** circle only.

☐ Yes

☐ No

GEN16BT

If Yes... How did the policy change, and what is the status of implementation?

COVID-19 and Policy Changes

GEN17

G17. Did the COVID-19 pandemic lead to any enduring education policy changes in your country?*Click **one** circle only.*☐ Yes☐ No

GEN17T

*If Yes... Please describe.**Example: "Remote learning has remained an option for some students with health issues even after schools reopened."***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 2023—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.

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 2023—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.

MA401

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

Click **one** circle only.

☐ Yes

☐ No

MA401TA

If Yes... Comments:

MA401TB

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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MA402A

M2. A. In what year was the 2022-2023 mathematics curriculum introduced?

MA402AT

Comments (e.g., status of implementation):

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MA402B

B. Is the mathematics curriculum currently being revised?

Click **one** circle only.

☐ Yes

☐ No

MA402BTA

If Yes... Please explain:

MA402BTB

If No... Comments:

Curriculum Specifications

This mathematics module refers to the national curriculum that was in effect for the fourth grade students assessed in TIMSS 2023—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.

MA403

M3. 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?

Click **one** circle only.

☐ Yes

☐ No

MA403TA

If Yes... Please specify the percentage:

MA403TB

Comments:

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M4. Does the fourth grade mathematics curriculum include any of the following?

Click **one** circle for each line.

		Yes	No	
MA404A	a) Recommendations for the amount of time to be spent on particular areas or topics	<input type="radio"/>	<input type="radio"/>	
MA404B	b) Recommendations for assessment methods	<input type="radio"/>	<input type="radio"/>	
MA404C	c) Recommendations for instructional activities	<input type="radio"/>	<input type="radio"/>	
MA404D	d) Recommendations for connecting mathematics to everyday contexts	<input type="radio"/>	<input type="radio"/>	
MA404E	e) Other, please specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	MA404ET

M5. How is the mathematics curriculum implementation evaluated?Click **one** circle for each line.

		Yes	No	
MA405A	a) Visits by inspectors	<input type="radio"/>	<input type="radio"/>	
MA405B	b) Research programs (e.g., large scale curriculum evaluations)	<input type="radio"/>	<input type="radio"/>	
MA405C	c) School self-evaluation	<input type="radio"/>	<input type="radio"/>	
MA405D	d) National or regional examinations	<input type="radio"/>	<input type="radio"/>	
MA405E	e) Other, please specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	MA405ET

MA405T Comments:

Use of Digital Devices

This mathematics module refers to the national curriculum that was in effect for the fourth grade students assessed in TIMSS 2023—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.

MA406A **M6. A. Does the national curriculum contain statements/policies about the use of digital devices (e.g., computers, tablets, calculators) in grade 4 mathematics instruction?**

Click **one** circle only.☐ Yes☐ No

MA406AT If Yes... What are the statements/policies?

MA406B

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

Click **one** circle only.

☐ Yes

☐ No

MA406BT

If Yes... What are the statements/policies?

MA406T

Comments:

Specialist Mathematics Teachers

MA407

M7. At what grade(s) are students first taught by mathematics subject specialists rather than general classroom teachers?

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 2023—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. 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?

A. Number

Click **one** circle for each line.

		Proportion of Grade 4 Students Expected to be Taught Topic or Skill		
		All or almost all students	Only the more advanced students	Not included in the curriculum through Grade 4
MA408AA	a) Recognize place value of numbers to 6 digits, connect representations of numbers (words, symbols, and models including number lines), and compare numbers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MA408AB	b) Add and subtract up to 4-digit numbers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MA408AC	c) Multiply (up to 3-digit by 1-digit and 2-digit by 2-digit numbers) and divide (up to 3-digit by 1-digit numbers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MA408AD	d) Solve problems involving odd and even numbers, multiples and factors of numbers, rounding numbers (up to the nearest powers of 10), and making estimates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MA408AE	e) Combine two or more properties of numbers or operations to solve a problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MA408AF	f) Find the missing number or operation in a number sentence (e.g., $17 + w = 29$)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MAD408AG	g) Match or write expressions or number sentences to represent problem situations that may involve unknowns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MA408AH	h) Match, describe, or use relationships in a well-defined pattern (e.g., describe the relationship between adjacent terms and generate pairs of whole numbers given a rule)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MA408AI	i) Describe a fraction as part of a whole or collection; connect different representations of fractions (words, numbers, and models); compare the size of fractions; add and subtract simple fractions with like denominators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MA408AJ	j) Connect different representations of decimals (words, numbers, and models); compare and order decimals and relate decimals to fractions; round decimals; add and subtract decimals (up to two decimal places)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MA408AT	Comments:			

B. Measurement and GeometryClick **one** circle for each line.**Proportion of Grade 4 Students Expected to be Taught Topic or Skill**

		<i>All or almost all students</i>	<i>Only the more advanced students</i>	<i>Not included in the curriculum through Grade 4</i>
MA408BA	a) Measure, estimate, add, and subtract lengths (millimeters, centimeters, meters, kilometers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MA408BB	b) Add and subtract mass (gram and kilogram), volume (milliliter and liter), and time (minutes and hours); select appropriate types and sizes of units and read scales	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MA408BC	c) Determine perimeters of polygons, areas of rectangles, areas of shapes covered with squares or partial squares, and volumes filled with cubes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MA408BD	d) Recognize and draw parallel and perpendicular lines, right angles, and angles smaller or larger than a right angle; compare the relative size of angles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MA408BE	e) Use elementary properties, including line and rotational symmetry, to describe and create common two-dimensional shapes (circle, triangles, quadrilaterals, and other polygons)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MA408BF	f) Use elementary properties to describe three dimensional shapes (cubes, rectangular solids, cones, cylinders, and spheres), the differences among them, and how they relate to their two-dimensional representations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MA408BT Comments:

C. DataClick **one** circle for each line.**Proportion of Grade 4 Students Expected to be Taught Topic or Skill**

		<i>All or almost all students</i>	<i>Only the more advanced students</i>	<i>Not included in the curriculum through Grade 4</i>
MA408CA	a) Read data from tables, pictographs, bar graphs, line graphs, and pie charts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MA408CB	b) Create or complete tables, pictographs, bar graphs, line graphs, and pie charts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MA408CC	c) Interpret and use data to answer questions that go beyond directly reading data displays	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MA408CD	d) Combine or compare data from two or more sources and draw conclusions based on two or more datasets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MA408CT Comments:

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 2023—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 2023—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.

SC401 **S1. Does your country have a national curriculum that covers science instruction at the fourth grade of primary/elementary school?**

Click **one** circle only.

☐ Yes

☐ No

SC401TA *If Yes... Comments:*

SC401TB *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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SC402A **S2. A. In what year was the 2022-2023 science curriculum introduced?**

SC402AT *Comments (e.g., status of implementation):*

SC402B **B. Is the science curriculum currently being revised?**

Click **one** circle only.

☐ Yes

☐ No

SC402BTA *If Yes... Please explain:*

SC402BTB *If No... Comments:*

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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 2023—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.

SC403 **S3. 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?**

Click **one** circle only.

☐ Yes

☐ No

SC403TA *If Yes... Please specify the percentage:*

SC403TB *Comments:*

S4. Does the fourth grade science curriculum include any of the following?Click **one** circle for each line.

		Yes	No	
SC404A	a) Recommendations for the amount of time to be spent on particular areas or topics	<input type="radio"/>	<input type="radio"/>	
SC404B	b) Recommendations for assessment methods	<input type="radio"/>	<input type="radio"/>	
SC404C	c) Recommendations for instructional activities	<input type="radio"/>	<input type="radio"/>	
SC404D	d) Recommendations for connecting science to other subjects	<input type="radio"/>	<input type="radio"/>	
SC404E	e) Other, please specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	SC404ET

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S5. How is the science curriculum implementation evaluated?Click **one** circle for each line.

		Yes	No	
SC405A	a) Visits by inspectors	<input type="radio"/>	<input type="radio"/>	
SC405B	b) Research programs (e.g., large scale curriculum evaluations)	<input type="radio"/>	<input type="radio"/>	
SC405C	c) School self-evaluation	<input type="radio"/>	<input type="radio"/>	
SC405D	d) National or regional examinations	<input type="radio"/>	<input type="radio"/>	
SC405E	e) Other, please specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	SC405ET

SC405T Comments:

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Use of Digital Devices

This science module refers to the national curriculum that was in effect for the fourth grade students assessed in TIMSS 2023—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.

SC406 **S6. Does the national curriculum contain statements/policies about the use of digital devices (e.g., computers, tablets, calculators) in grade 4 science instruction?**

Click **one** circle only.☐ Yes☐ No

SC406T If Yes... What are the statements/policies?

Specialist Science Teachers

SC407

S7. At what grade(s) are students first taught by science subject specialists rather than general classroom teachers?

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 2023—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. 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?

A. Life Science

Click **one** circle for each line.

		Proportion of Grade 4 Students Expected to be Taught Topic or Skill		
		All or almost all students	Only the more advanced students	Not included in the curriculum through Grade 4
SC408AA	a) Differences between living and non-living things; what living things require to live	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SC408AB	b) Physical and behavioral characteristics of major groups of living things (e.g., birds, mammals, plants)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SC408AC	c) Functions of major structures in plants and animals (e.g., bones, lungs, stem, leaves)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SC408AD	d) Stages of life cycles; differences among the life cycles of common plants and animals (e.g., frogs, butterflies, flowering plants)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SC408AE	e) Inheritance and reproductive strategies (e.g., plants producing many seeds, mammals caring for their young)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SC408AF	f) Inherited and acquired characteristics in plants and animals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SC408AG	g) Physical features of plants and animals that help them survive in their environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SC408AH	h) Responses of plants and animals to changes in environmental conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SC408AI	i) The positive and negative impacts of humans on the environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SC408AJ	j) Plants and animals in common ecosystems (e.g., desert, forest, grassland)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SC408AK	k) Relationships in simple food chains	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SC408AL	l) Competition in ecosystems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SC408AM	m) Ways of promoting human health and preventing the transmission of common communicable diseases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SC408AT	Comments:			

B. Physical ScienceClick **one** circle for each line.**Proportion of Grade 4 Students
Expected to be Taught Topic or Skill**

		<i>All or almost all students</i>	<i>Only the more advanced students</i>	<i>Not included in the curriculum through Grade 4</i>
SC408BA	a) Solids, liquids, gases, and their characteristics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SC408BB	b) Physical properties as a basis for classifying matter (e.g., mass, volume, ability to conduct heat)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SC408BC	c) Describe examples of mixtures and how they can be physically separated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SC408BD	d) Magnetic attraction and repulsion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SC408BE	e) Physical changes observed in everyday life (e.g., dissolving, crushing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SC408BF	f) Chemical changes observed in everyday life (e.g., decaying, burning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SC408BG	g) Common sources of energy (e.g., the Sun, wind, oil, gas)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SC408BH	h) Common phenomena related to the behavior of light (e.g., shadows, reflections)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SC408BI	i) Common phenomena related to the behavior of sound (e.g., echoes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SC408BJ	j) Heat transfer (e.g., energy flows from a warmer object to a colder object)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SC408BK	k) Electricity and simple electrical circuits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SC408BL	l) Familiar forces and the motion of objects (e.g., gravity, friction)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SC408BM	m) Examples of simple machines (e.g., levers, ramps, pulleys)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SC408BT Comments:

C. Earth Science

Click **one** circle for each line.

Proportion of Grade 4 Students Expected to be Taught Topic or Skill

		All or almost all students	Only the more advanced students	Not included in the curriculum through Grade 4
SC408CA	a) Physical characteristics of Earth (e.g., fresh and salt water, air)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SC408CB	b) Earth's renewable and non-renewable resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SC408CC	c) Changes in Earth's surface over time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SC408CD	d) Fossils and what they show about Earth's history	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SC408CE	e) How weather can vary across geographic locations and seasons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SC408CF	f) Earth's rising average temperatures and results of this change (e.g., melting ice caps, higher ocean levels)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SC408CG	g) Composition of the Solar System (e.g., Sun, planets)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SC408CH	h) Earth's motion and related patterns observed on Earth (e.g., day and night, seasons)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SC408CT Comments:

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Submit Data

This completes the *Grade 4 TIMSS 2023 Curriculum Questionnaire*. Please click "Submit Data" to complete data entry and submit your responses to IEA.

Last Page

Thank you for completing the TIMSS 2023 Curriculum Questionnaire.