

TIMSS 2023



3a. Assessment Script

An electronic version of this document is available at

<https://cmec.ca/timss>



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Introduction

In order to ensure that the TIMSS testing sessions are conducted in the same way in all countries, you **must follow this script**. Please note the text formatting described below.

1. Text that is marked with the  and  symbols and highlighted in grey constitutes instructions that must be read aloud to the students **WORD-FOR-WORD**.
2. Text that is marked with the  symbol constitutes directions that also appear fully or partially on the students' screens.
3. Text that is not highlighted in grey is not to be read aloud; these are instructions for you only.

Although you should become familiar with these instructions before the actual testing session, do not attempt to memorize them. When reading aloud, read these instructions exactly as they are written.

When the students first arrive, you should begin by welcoming them to the TIMSS testing session. You must ensure that each student receives the Student Login Form that has their name on it.

Explain that the assessment will begin after all the students are seated in their designated seats. Walk around the room to verify that each student is seated in front of the correct device before starting to review the directions.

If a student is absent, put aside the Student Login Form labelled with their name. Do not give it to anyone else, since the credentials are assigned to specific students.

The first section of the assessment is “Directions,” which explains how the students will answer various types of questions (e.g., ways of selecting an answer or entering a numerical answer with the number pad). You will give the students a password that will allow them to begin the Directions section. Note that this part of the session is not timed, and you should lead students as a group through the Directions screens.

Respond to any student questions, ensuring that they understand how to enter their answers for the different types of questions. Encourage students to pay close attention and to use this time to become familiar with the various *TIMSS Player* features.

Once the students have completed the Directions, you will give them the password to start Part 1. Please note that both Part 1 and Part 2 are strictly timed by the *TIMSS Player* to last no more than **36 minutes** each. After the time is up in each part, the system will automatically log out. Students will need a password in order to log in to the next section. These passwords should not be given out until the whole class is ready to begin the section.






While the students are working on the test, record the students' participation status on the Student Tracking Form. For information on the participation codes to be used, refer to Step 4:

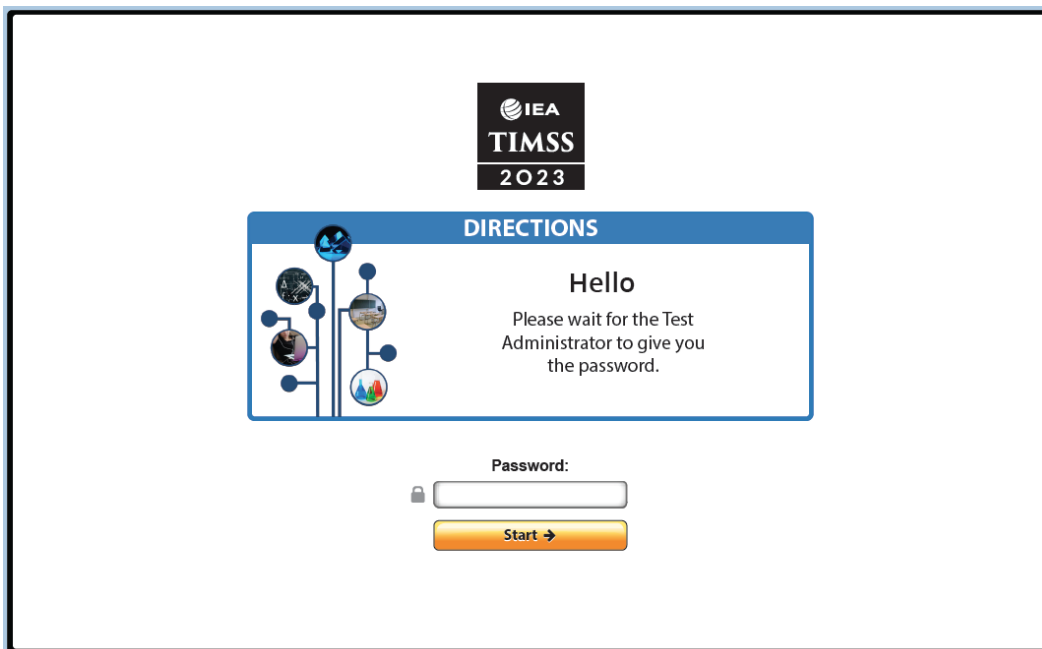
Complete the Student Tracking Form of the On Assessment Day section of the website (https://cmec.ca/timss/721/On_Assessment_Day.html).


1 TIMSS Assessment Script

1.1 Directions

Once all students are seated, read the following:

-  Your school has been chosen to take part in an important international project to study what students around the world know and can do in mathematics and science.
-  If you still have any school books or papers on your desk, please put them away. You should have some scratch paper and a pen or pencil available on your desk. If you need more paper during the test, please raise your hand and I will bring it to you. Except for the device you are using for TIMSS, all electronic devices, including calculators, must be stored away.
-  We will begin with Directions. The Directions explain how to answer the different types of questions in this test. After the Directions, you will begin Part 1 of the test. After Part 1 of the test, there will be a short break, and then you will work on Part 2. After Part 2, [there will be a short break again, and then] you will fill out a Student Questionnaire as the final step.
-  We are going to work through the Directions together. We will go step by step, so please wait for me to tell you when to go on.
-  Please click on the “Password” box. Type **0000** and click “Start” to begin.



-  You should now see the Directions Screen 1, “Welcome to TIMSS!”

1

Welcome to TIMSS!

In this test you will answer questions about mathematics and science.

It is important that you try your best to answer all the questions.

Use the arrows at the bottom of the screen to move through the questions.
Click to go to the next screen.

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- In this test, you will answer questions in mathematics and science. It is important that you try your best to answer all the questions.
- Use the arrows at the bottom of the screen to move through the questions. Click the forward arrow button to go to the next screen.

2 **Clock, Progress Bar, and Ruler**

You will have 36 minutes for the first part of the test. After a short break, you will work for another 36 minutes.

A **clock** in the top left corner will show how much time is left for each part, like this:

29:52

On the left side of the screen, there is a **progress bar** with a button for each screen.

While you are on a screen, its button is green.

If you answer a question, the button for that screen will turn blue.


If you do not answer the question, the button will remain gray.

Click to open the **ruler**. Practice moving and rotating the ruler. The ruler is available when you need it to answer a question.

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- You will have 36 minutes for the first part of the test. After a short break, you will work for another 36 minutes. A clock in the top-left corner will show how much time is left for each part, like this:
- On the left side of the screen, there is a progress bar with a button for each screen. While you are on a screen, its button is green. If you answer a question, the button for that screen will turn blue. If you do not answer the question, the button will remain gray.

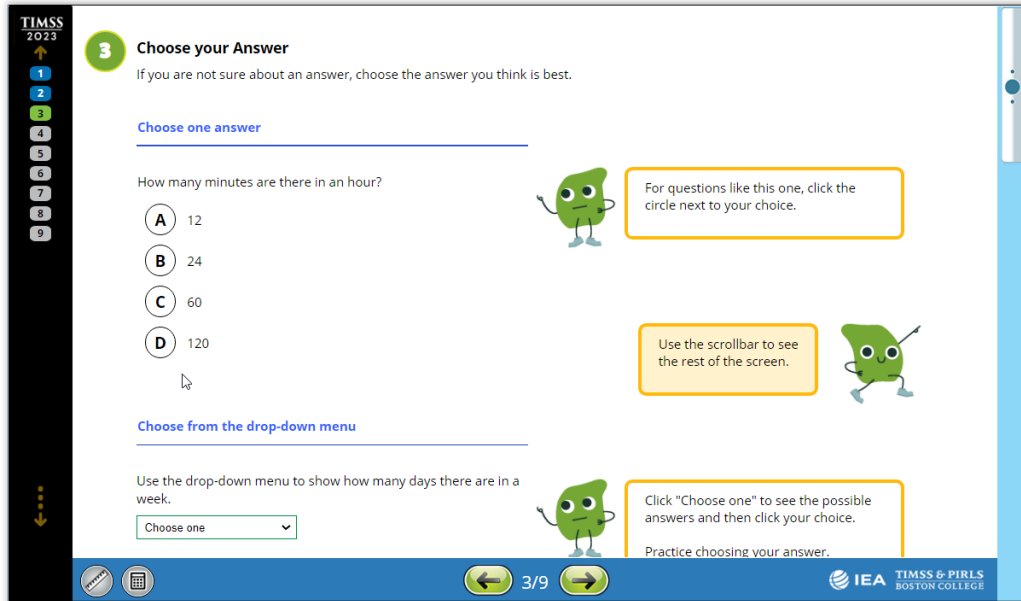
 The ruler tool will be available when you need it to answer a question. Click the blue ruler icon at the bottom of the screen to see the ruler. To move the ruler to a new place on the screen, click and drag it. Click and hold the arrow symbol to turn the ruler.


Pause for a few seconds while students use the ruler.


Then continue reading.


 **Let's move to the next screen. Click the forward arrow button at the bottom of the screen.**


Confirm that all students have moved on to the next page, and then continue.



 Here you will learn about questions for which you need to choose your answer. If you are not sure about an answer, choose the answer you think is best.


 Sometimes, you will choose one answer by clicking the circle next to your choice. You can try it in the question shown here.

 For this screen, you need to use the scrollbar on the right side of the screen to see the rest of the screen. Please scroll down now.


 Now practise using a drop-down menu to choose your answer. Click “Choose one” to see the possible answers and then click your choice.

The screenshot shows the TIMSS 2023 assessment interface. On the left, a vertical sidebar contains a list of question numbers 1 through 9, with question 3 highlighted. The main content area displays question 3, which is a multiple-choice question: "Choose from the drop-down menu" followed by "Use the drop-down menu to show how many days there are in a week." Below this is a dropdown menu labeled "Choose one". To the right of the question is a green cartoon character. A yellow callout box says: "Use the scrollbar to see the rest of the screen." Below the first question is a second question: "Choose more than one answer" followed by "Click all the animals that have four legs." Below this are five animal icons: a snake, a bird, a camel, a snail, and a deer. A second green cartoon character is next to it. A yellow callout box says: "Click 'Choose one' to see the possible answers and then click your choice. Practice choosing your answer." Below that, another yellow callout box says: "Here, you need to choose more than one answer. Practice by clicking all the answers that you think are correct." At the bottom, a blue navigation bar shows "3/9" and the IEA TIMSS & PIRLS BOSTON COLLEGE logo.

Pause and ask if there are any questions. If there are no questions, continue.


 In the next example, you need to choose more than one answer. Practise by clicking all the answers that you think are correct.

Pause and check that students seem to be following along, and ask if there are any questions. If there are no questions, continue.

 Let's move to the next screen.

Confirm that all students are on Directions Screen 4, and then continue.

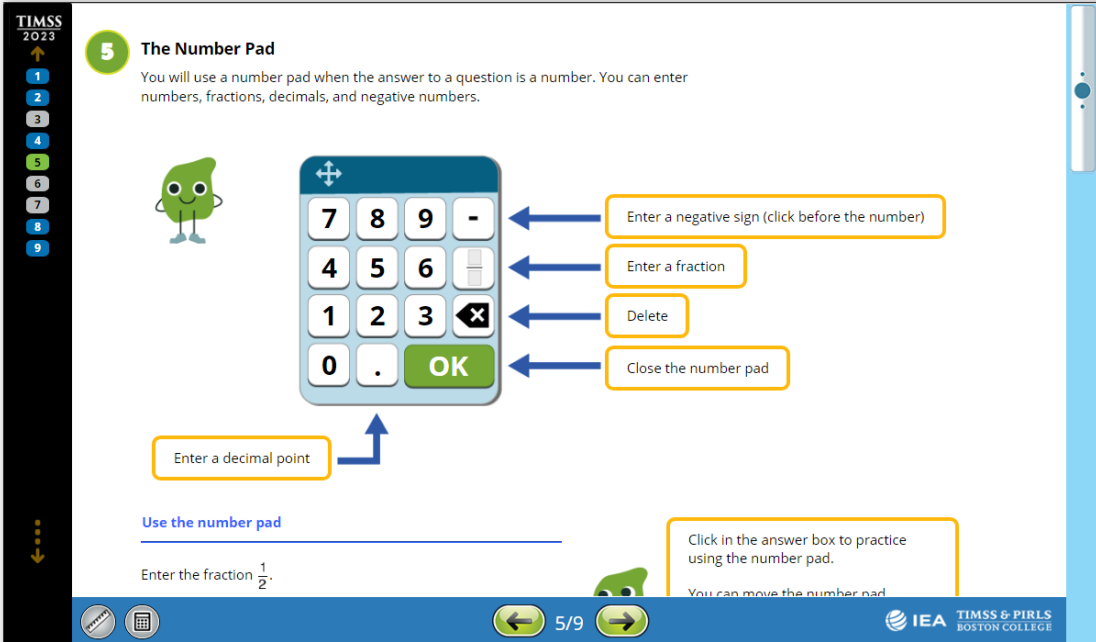
The screenshot shows the TIMSS 2023 assessment interface for question 4. The sidebar on the left shows question 4 highlighted. The main content area displays question 4, titled "Drag Your Answer" with the instruction "Drag words, numbers, or pictures to show your answer." Below this are three boxes containing the numbers 1, 2, and 3. Below these are three empty dashed boxes for the answer. A green cartoon character is next to the boxes. A yellow callout box says: "Click and hold the number, drag over the box and release." Below that, another yellow callout box says: "Practice by dragging each number into the box below." At the bottom, a blue navigation bar shows "4/9" and the IEA TIMSS & PIRLS BOSTON COLLEGE logo.

 For some questions, you will be asked to drag words, numbers, or pictures to show your answer. Practise dragging by clicking and holding a number. Drag it to the box below and release when the number is over the box.

Pause and check that students seem to be following along, and ask if there are any questions. If there are no questions, continue.

 Let's move to the next screen.

Confirm that all students have moved on to the screen, and then continue.



5 The Number Pad
You will use a number pad when the answer to a question is a number. You can enter numbers, fractions, decimals, and negative numbers.

Enter a negative sign (click before the number)

Enter a fraction

Delete

Close the number pad

Enter a decimal point


Use the number pad


Enter the fraction $\frac{1}{2}$.


Click in the answer box to practice using the number pad.
You can move the number pad.


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 When the answer to a question is a number, you will use a number pad to give your answer. With the number pad, you can enter numbers, fractions, decimals, and negative numbers. The picture shows what the buttons on the number pad are used for.

 Remember to scroll to see the rest of the screen.

 Click in the answer box to practise using the number pad. Enter the fraction $\frac{1}{2}$ using the number pad. First click on the fraction button, then enter the numerator (top number) and the denominator (bottom number).

 Sometimes you might need to move the number pad if it's hiding something on the screen. You can do this by clicking on the top part of the number pad and dragging it.

Pause for a few seconds and ask if there are any questions. If there are no questions, continue.

 Please move to the next screen.

6 Type Text to Show Your Answer

Click in the answer box to type your answer.

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Here is some quick practice on typing your answer when a question asks you to do so. Click in the box and try typing a few letters.

Pause and check that students seem to be following along, and then continue.

Please move on to the next screen.

7 Plot Lines

The tool appears when you need to plot lines to give your answer.

Plot lines

Erase

Delete all

Click to see the tool being used.

Scroll to practice when the video is finished.

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The screenshot shows a digital assessment interface. On the left, a vertical sidebar contains the text 'TIMSS 2023' and a list of numbers from 1 to 9, with the number 7 highlighted in a green circle. The main area features a green cartoon character pointing to a yellow box that says 'Practice by plotting a line.' To the right is a 5x5 grid with a drawing tool palette containing icons for a pencil, eraser, and delete. Above the grid, a video player shows a play button and a scroll instruction: 'Scroll to practice when the video is finished.' The bottom of the screen has a blue bar with navigation arrows, the text '7/9', and the IEA logo.

- Sometimes you may be asked to plot lines on a grid or a picture. The tool to do this is shown here.
- Click the play button to see how to plot lines, erase and move lines, and delete all of your work.

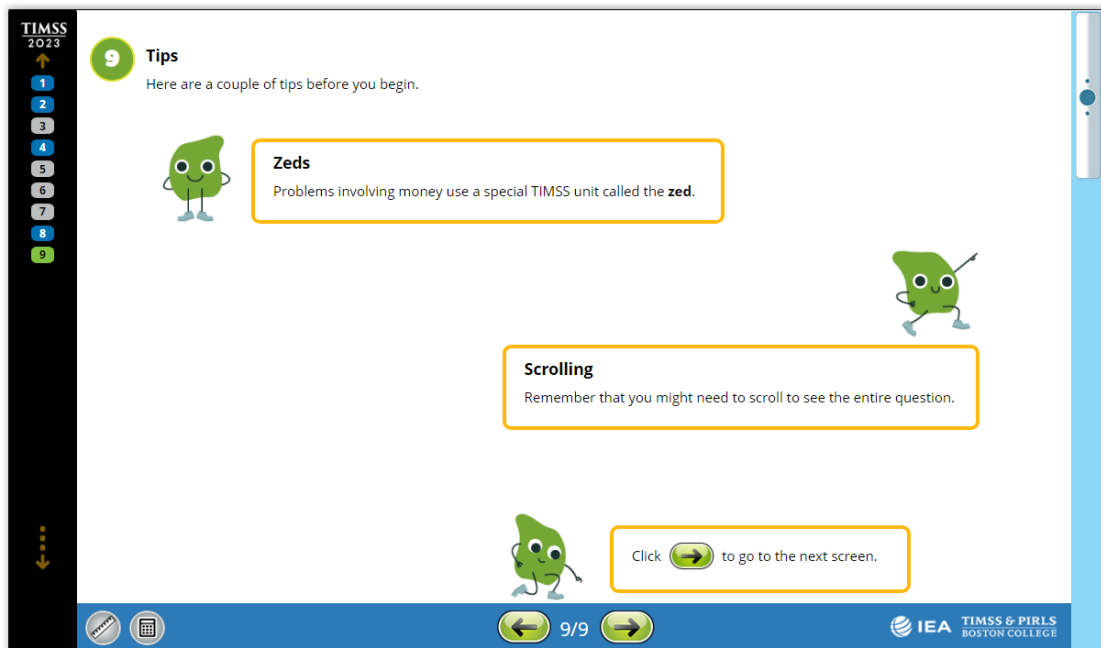
Help any students who need assistance starting the video. Wait until the video has finished playing for most students, and then continue.





- Scroll to see the rest of the screen and practise plotting a line on the grid.

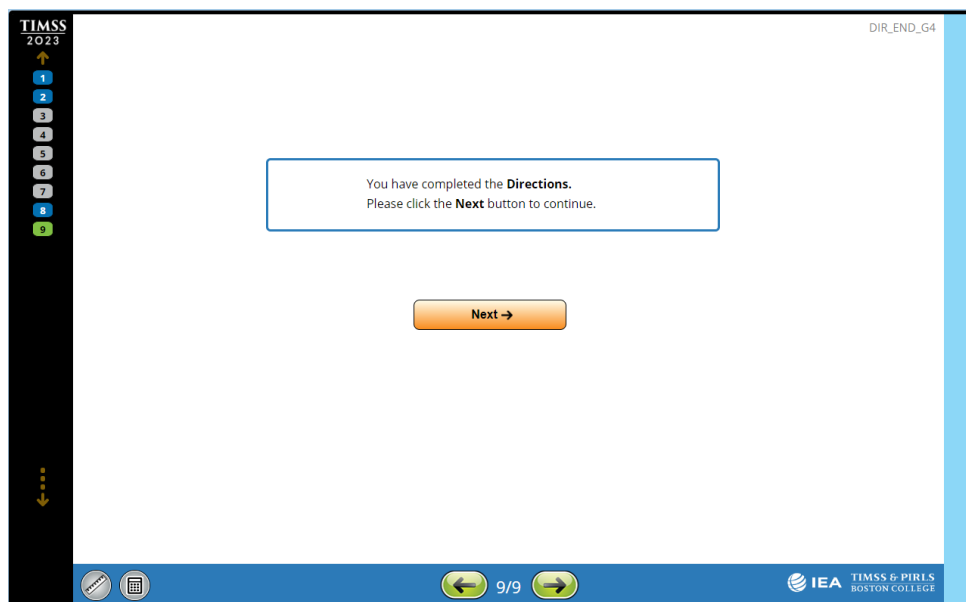
Give the students a few seconds to practise. Check to see if any students have questions about how to use the tool. If there are no questions, continue reading.



- Let's move to the next screen.

Confirm that all students have moved on to the next page, and then continue.




-  Here are a couple of tips for you before you begin the test.
-  Questions involving money in the TIMSS test use a special TIMSS unit called the zed. Think of the zed as being similar to a dollar.
-  While working on the test, always check to see if you need to scroll to see everything on the screen.
-  Now, click the forward arrow button to go to the last Directions screen.

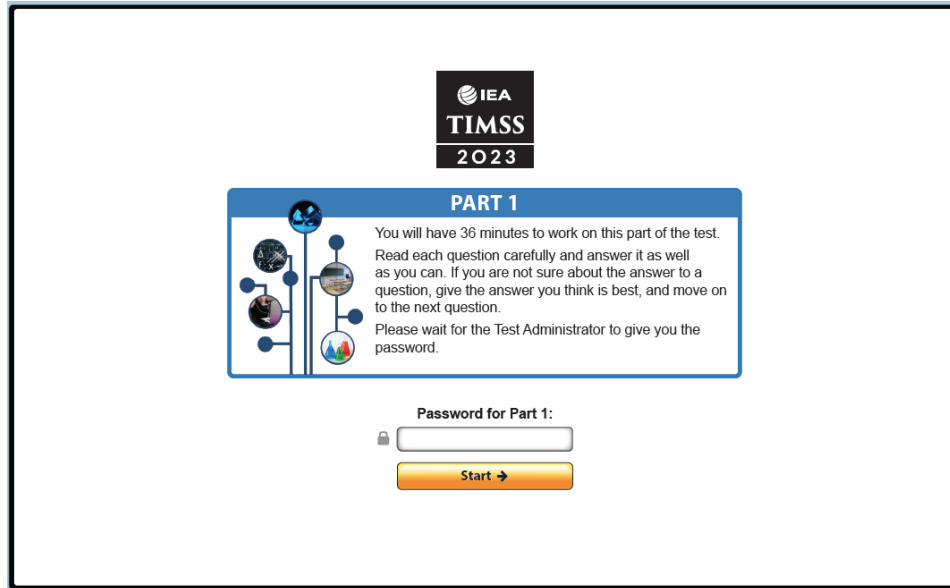



-  You have now completed the Directions.
-  Please click the "Next" button to continue.


1.2 Part 1 of the TIMSS Test


 Everyone should now be looking at the screen that says “Part 1.” If you do not see the Part 1 screen, please raise your hand.


If no students raise their hand, then continue. Otherwise, help students get started.




 You will have 36 minutes to work on this part of the test.

 Read each question carefully and answer it as well as you can. If you are not sure about the answer to a question, give the answer you think is best, and move on to the next question.

 If you complete Part 1 before the time is up and have reviewed your work, you may click “Next” to exit Part 1 of the test and sit quietly or read a book at your desk. You cannot go back to the questions once you click the “Next” button to exit.


 Do you have any questions?


When all problems, if any, are resolved, you may supply the password for Part 1.


 Now please click on the “Password for Part 1” box. Type **6229** and click “Start” to begin.

Record the current time in the appropriate cell of the Session Report Form.


About 5 minutes before the end of the session, say:

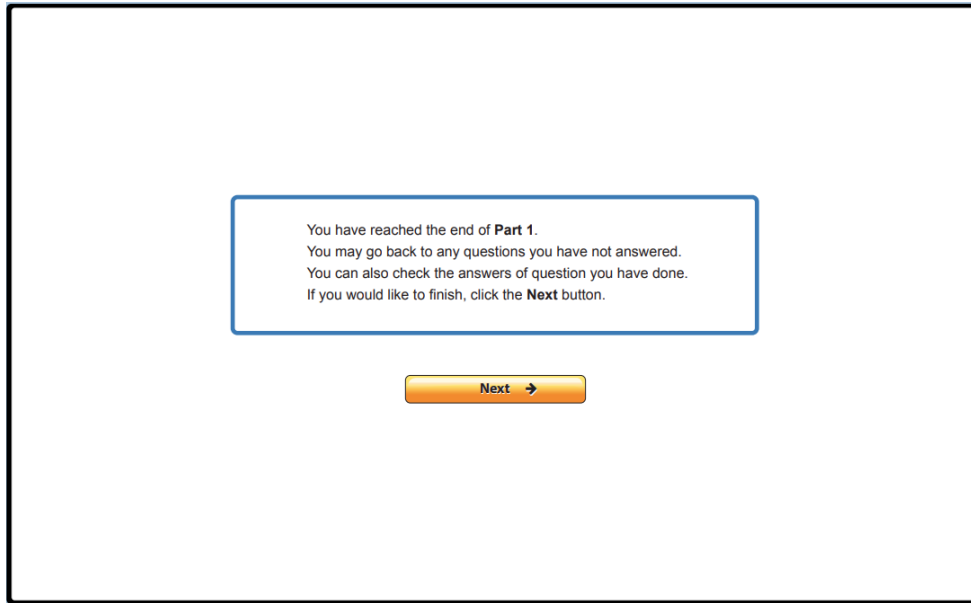
 Your device might have or soon will remind you, that you have 5 minutes left before the break.

 If you have reached the end of Part 1, you may go back to any questions you have not answered. You can also check the answers to questions you have done.


 If you have finished and exited Part 1, please wait for the others to finish.

After the last 5 minutes have passed, say:

 The 36 minutes to work on the first part of the test have passed. If you have not exited Part 1 yet, the system will exit Part 1 automatically once the time is up on your device.



Record the current time in the appropriate cell of the Session Report Form.

 We will now take a [up to 30 minutes] minute break. Please leave your device running on the “Part 2” screen. Please be back on time.

Give the students a precise time to be back from the break.


Because the devices will be left with the *TIMSS Player* running, do not leave the room unattended during the break.

1.3 Part 2 of the TIMSS Test





After the break, ask the students to be seated. Make sure each student is seated at the correct device.

Record the current time in the appropriate cell of the Session Report Form.


 Welcome back. Is everybody sitting at the same device as before?

 Is everybody looking at the screen that says “Part 2”?

If the answers are yes, then continue. If no, help students get started.




-  You will have 36 minutes to work on Part 2 of the test.
-  Read each question carefully and answer it as well as you can. If you are not sure about the answer to a question, give the answer you think is best, and move on to the next question.
-  If you complete Part 2 before the time is up and have reviewed your work, please sit quietly or read a book at your desk. You cannot go back to the questions once you click the “Next” button to exit.
-  Do you have any questions?

When all problems, if any, are resolved, you may supply the password for Part 2.


-  Now please click on the “Password for Part 2” box. Type **8972** and click “Start” to begin.

Record the current time in the appropriate cell of the Session Report Form.

About 5 minutes before the end of the session, say:


-  Your device might have or soon will remind you, that you have 5 minutes left to work on Part 2 of the test.
-  If you have reached the end of Part 2, you may go back to any questions you have not answered. You can also check the answers to questions you have done.
-  If you have finished and exited Part 2, please wait for the others to finish.

After the last 5 minutes have passed, say:

 The 36 minutes to work on the second part of the test have passed. If you have not exited Part 2 yet, the system will exit Part 2 automatically once the time is up on your device.



Record the current time in the appropriate cell of the Session Report Form.


 We will now take a [up to 30 minutes] minute break. Please leave your device running on the “Student Questionnaire” screen. Please be back on time.


Give the students a precise time to be back from the break.

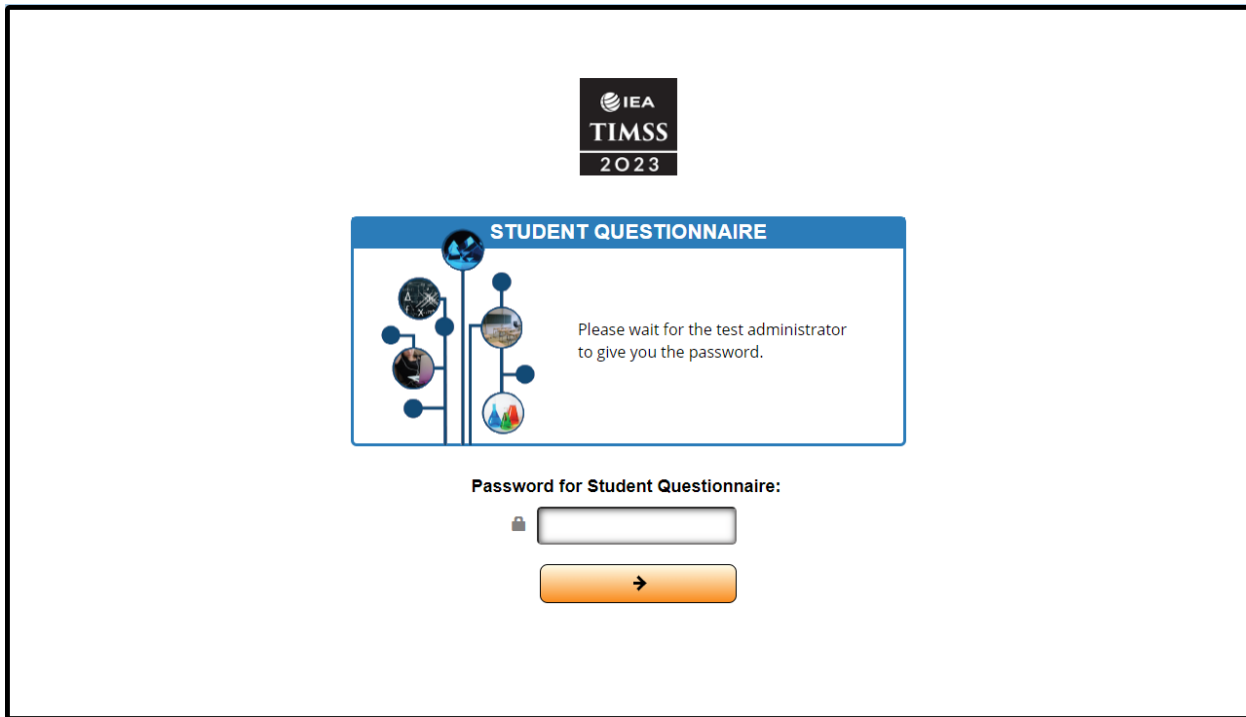
Because the devices will be left with the *TIMSS Player* running, do not leave the room unattended during the break.

1.4 Student Questionnaire




After the break, ask the students to be seated. Make sure each student is seated at the correct device. **Record each student’s participation status in Column 7 (Questionnaire Session) of the Student Tracking Form. If you are administering a makeup session, then use the shaded part of Column 7 (Questionnaire Session). Record the current time on the Session Report Form.**

 Welcome back. Is everybody sitting at the same device as before? Now you will complete a short questionnaire.

 Is everybody looking at the screen that says “Student Questionnaire”?



If yes, then continue. If not, help students get started.

-  First, I am going to explain the directions on how to mark your answers in the questionnaire.
-  Now please click on the “Password for Student Questionnaire” box. Type **1451** and click the arrow button.
-  On the next screen, again click on the arrow button to open the questionnaire.



Clicking the arrow button will finalize and lock the achievement test record for each student. This means that the Student ID and password cannot be used to log into the achievement test again.


A new tab in the browser will open now and will display the “Directions” screen of the Student Questionnaire. If for any reason the Student Questionnaire “Directions” screen is not displayed, press

F11 to exit the full-screen mode. If needed, as a backup option, enter the Student Questionnaire Player URL (cmec.ca/timss-qu) into the address bar of the web browser. The Student Questionnaire login screen will then be shown. Enter the corresponding Student ID and password from the Student Login Form into the login fields and click the “Login” button.


Directions


In this questionnaire, you will find questions about you and what you think. For each question, you should choose the answer you think is best.

Let us take a few minutes to practice the kinds of questions you will answer in this questionnaire.

 Is everybody looking at the screen that says “Directions”?


If yes, then continue. If not, help students get to the “Directions” screen.

 First, I am going to explain the directions on how to mark your answers in the questionnaire. Please follow the directions on your computer as I read them aloud.

 In this questionnaire, you will find questions about you and what you think. For each question, you should choose the answer you think is best. Let us take a few minutes to practise the kinds of questions you will answer in this questionnaire.

 Click the “Next” button to continue to the first example question.

Make sure that all students are following along and are looking at Example 1.

 In Example 1, the question asks, “Do you go to school?” Below this question are a “Yes” and a “No.” Since you all go to school, you should all click the circle next to “Yes.” If you decide to change your answer, click on the new answer you think is best.

Examples

Example 1

Example 1 is one kind of question you will find in this questionnaire.

Do you go to school?



*Click **one** circle only.*

Yes

No

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Give students time to choose their answer. If there are no questions, say:

-  Now, click the “Next” button to move on to the next screen.
-  Everybody should now be looking at the screen that shows Example 2.

Example 2




Example 2 is another kind of question you will find in this questionnaire.

How often do you do these things?



*Click **one** circle for each line.*

	Every day or almost every day	Once or twice a week	Once or twice a month	Never or almost never
a) I talk with my friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) I play sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) I ride a skateboard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Back
2/26
Next

-  Example 2 is another kind of question you will find in this questionnaire.
-  This question asks “How often do you do these things?” Letter (a) says, “I talk with my friends.” You are given four choices for how often you do this: every day or almost every day; once or twice a week; once or twice a month; and never or almost never.
-  Click the circle below your answer. For example, if you talk to your friends every day or almost every day, click the first circle under “Every day or almost every day.”

Give students time to click their answers to all parts of the Example 2 question, and make sure they understand how to answer this kind of question. Once everyone has completed the example, move on to Example 3.

-  Now, click the “Next” button at the bottom of the screen to move on to the next screen.
-  Everybody should now be looking at the screen that shows Example 3.

Example 3

Example 3 is another kind of question you will find in this questionnaire.

What do you think? Tell how much you agree with these statements.

Click **one** circle for each line.

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
a) Watching movies is fun	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Ice cream tastes good	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Waking up early is difficult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) I enjoy doing chores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>


- Read each question carefully, and pick the answer you think is best.
- Click the circle next to or under your answer.
- Ask for help if you do not understand something or are not sure how to answer.
- You may change your answers at any time before submitting the questionnaire.


Back

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Next


 Example 3 is another kind of question you will find in this questionnaire.


 Example 3 says, “What do you think? Tell how much you agree with these statements.” Statement (a) says, “Watching movies is fun.” You are given four choices for how much you agree with the statement: agree a lot; agree a little; disagree a little; and disagree a lot.

 Click the circle below your answer. For example, if you really agree a lot with the statement, click the first circle under “Agree a lot.” If you really disagree a lot, click in the circle under “Disagree a lot.”


Give students time to click their answers to all parts of the Example 3 question, and make sure they understand how to answer this kind of question. Then continue reading the final directions:

 Read each question carefully, and pick the answer you think is best.


 Click the circle next to or under your answer.

 Ask for help if you do not understand something or are not sure how to answer.

 You may change your answers at any time before submitting the questionnaire.

 We have now completed going through the directions. You can use the “Back” button to go back to any screens you want to look at again. When you click the “Next” button, you will see the first question of the questionnaire. Please do NOT continue until I tell you to. Are there any questions before we start?


If there are questions, try to answer them the best you can. **If there are no more questions, then record the current time in the appropriate cell of the Session Report Form** and proceed with the administration of the questionnaire.

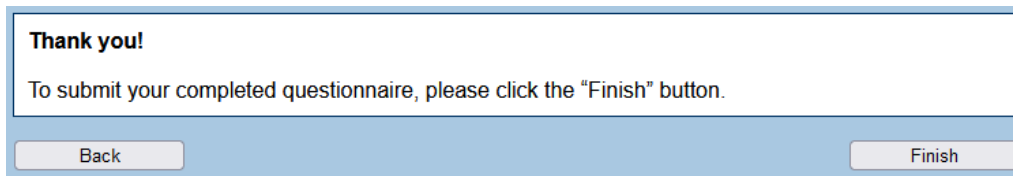
 Now, click the “Next” button to begin the questionnaire. You will have 30 minutes to answer these questions.

After 30 minutes are up, say:


 Please stop working and raise your hand if you have finished answering the questions.

If all of the students raise their hands, say:


 Thank you! You now have completed your questionnaire. If you have not done it yet, click the “Finish” button to finish the questionnaire.



Students will see a warning pop-up message asking whether they are sure they have finished the questionnaire.


 If you are sure you are finished with this questionnaire, click the “Yes” button. Note that once you click the “Yes” button, your answers are submitted and you will not be able to change them.


If not all of the students raise their hands, allow for additional time and say:


 You will have more time to continue answering this questionnaire. If you have already finished all the questions, then you can click the “Back” button and use this time to review your answers. Once you have finished, click the “Finish” button, and click the “Yes” button to submit your answers. [Read quietly at your desk until everyone is done.]

1.5 Submitting Students’ Responses and Dismissing Students

Once all students have finished, record the current time in the appropriate cell of the Session Report Form. Then say:

 Thank you very much for participating in this study. Your work will help us to learn more about our students and schools.

 Please leave your computers as they are. Do not click on anything.

 [Please stay seated for just another moment.]

No manual data upload is necessary. TIMSS achievement test data are locked and submitted automatically when students click the arrow button on the Student Questionnaire transition screen. Student Questionnaire data are locked and submitted when confirming the pop-up on the “Thank you!” screen with the “Yes” button.

You may now dismiss the students.

Review the students’ participation status in the Student Tracking Form. If you are administering a makeup session, then use the appropriate column.

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