

Exhibit 8: Components Prescribed by Mathematics and Science Curricula at the Eighth Grade

Reported by National Research Coordinators

Country	Goals and Objectives		Instructional Methods or Processes		Materials		Assessment Methods or Activities	
	Mathematics	Science	Mathematics	Science	Mathematics	Science	Mathematics	Science
Armenia	●	●	●	●	●	●	●	●
Australia	●	●	○	○	○	○	○	○
Bahrain	●	●	●	●	●	●	●	●
Botswana	●	●	●	●	●	●	●	●
Canada	●	●	●	○	○	○	○	○
Chile	●	●	○	○	○	○	○	○
Chinese Taipei	●	●	●	●	●	●	●	●
Egypt	-	-	-	-	-	-	-	-
England	●	●	○	○	○	○	○	○
Georgia	●	●	●	●	●	●	●	●
Hong Kong SAR	●	●	○	●	○	●	○	●
Hungary	●	●	○	○	○	○	○	○
Iran, Islamic Rep. of	●	●	●	●	●	●	●	●
Ireland	●	●	○	●	○	○	●	●
Israel	●	●	●	●	○	○	○	○
Italy	●	●	●	●	○	○	○	○
Japan	●	●	●	●	●	●	○	○
Jordan	●	●	●	●	●	●	●	●
Kazakhstan	●	●	●	●	●	●	●	●
Korea, Rep. of	●	●	●	●	●	●	●	●
Kuwait	●	●	●	○	●	●	●	●
Lebanon	●	●	●	●	●	●	●	●
Lithuania	●	●	●	●	○	○	●	●
Malaysia	●	●	●	●	●	●	●	●
Malta	●	●	●	●	●	○	●	●
Morocco	●	●	●	●	●	●	●	●
New Zealand	●	●	○	○	○	○	○	○
Norway	●	●	○	○	○	○	○	○
Oman	●	●	●	●	●	●	●	●
Qatar	●	○	○	○	●	●	●	○
Russian Federation	●	●	○	○	○	○	○	○
Saudi Arabia	●	●	●	●	●	●	●	●
Singapore	●	●	●	●	●	●	●	○
Slovenia	●	●	●	●	●	●	●	●
South Africa	●	●	●	●	○	○	●	●
Sweden	●	●	○	○	○	○	○	○
Thailand	●	●	●	●	●	●	●	●
Turkey	●	●	●	●	●	●	●	●
United Arab Emirates	●	●	●	●	●	●	●	●
United States	●	●	○	○	○	○	○	○

SOURCE: IEA's Trends in International Mathematics and Science Study – TIMSS 2015

Benchmarking Participants—Responses Pertain to Benchmarking Provinces/Emirates/States

Buenos Aires, Argentina	●	●	●	○	○	○	●	○
Ontario, Canada	●	●	●	○	○	○	●	●
Quebec, Canada	●	●	●	●	○	○	●	●
Abu Dhabi, UAE	●	●	●	●	●	●	●	●
Dubai, UAE	●	●	●	●	●	●	●	●
Florida, US	●	●	○	○	○	○	○	○

● Yes
○ No

A dash (-) indicates data not provided.