

About TIMSS 2015

In 2015, IEA and its TIMSS & PIRLS International Study Center at Boston College conducted TIMSS 2015 at fourth and eighth grades and TIMSS Advanced 2015 for students in the final year of secondary school enrolled in special advanced mathematics and physics programs or tracks. Both TIMSS 2015 and TIMSS Advanced 2015 provide 20-year trend measures for countries that participated in the first TIMSS assessments in 1995.

TIMSS 2015 and TIMSS Advanced 2015 continue the long history of international assessments in mathematics and science conducted by IEA – the International Association for the Evaluation of Educational Achievement. IEA is an independent international cooperative of national research institutions and government agencies that has been conducting studies of cross-national achievement since 1959. IEA pioneered international comparative assessments of educational achievement in the 1960s to gain a deeper understanding of the effects of policies across countries' different systems of education.

IEA's TIMSS & PIRLS International Study Center is located in the Lynch School of Education at Boston College and has been responsible for directing TIMSS and TIMSS Advanced since 1995.

TIMSS 2015

TIMSS is an international assessment of mathematics and science at the fourth and eighth grades that has been conducted every four years since 1995. TIMSS 2015 is the sixth assessment in the TIMSS series monitoring 20 years of trends in educational achievement, together with comprehensive data on students' contexts for learning mathematics and science.

In 2015, 57 countries and 7 benchmarking entities (regional jurisdictions of countries such as states or provinces) participated in TIMSS. In total, more than 580,000 students participated in TIMSS 2015.

The TIMSS 2015 mathematics and science assessments are based on comprehensive frameworks developed collaboratively with the participating countries. For each curriculum area at each grade, the frameworks are organized around two dimensions: a content dimension specifying the content to be assessed and a cognitive dimension specifying the thinking processes to be assessed. The TIMSS assessments contain nearly 800 assessment items, about 200 per grade for each curriculum area. The majority of TIMSS items assess students' applying and reasoning skills.

New for TIMSS 2015, a home questionnaire was completed by fourth grade students' parents or caregivers, in addition to the questionnaires routinely given at both fourth and eighth grades to students, teachers, school principals, and curriculum specialists. The questionnaire data primarily are reported in the form of indices created using IRT scaling methods, and results are presented for three regions of the scales (most to least desirable). When possible, scales were developed in parallel to provide comparisons between mathematics and science as well as the fourth and eighth grades.

TIMSS has the goal of helping countries make informed decisions about how to improve teaching and learning in mathematics and science. With its strong curricular focus and emphasis on policy relevant information about the home, school, and classroom contexts for learning, TIMSS is a valuable tool that countries can use to evaluate achievement goals and standards and monitor students' achievement trends in an international context. The *TIMSS 2015 Encyclopedia* complements the quantitative information in the international reports with a chapter by each country summarizing mathematics and science curricula, instructional practices, and teacher education requirements.

Countries Participating in TIMSS 2015

Exhibit 1 lists the 57 countries participating in TIMSS 2015, including some distinct educational systems within countries that have always participated separately throughout IEA's long history (e.g., the Dutch-speaking part of Belgium and Hong Kong Special Administrative Region (SAR) of the People's Republic of China). In addition, TIMSS had 7 benchmarking participants including a variety of educational entities.

Armenia
Australia
Bahrain
Belgium (Flemish)
Botswana
Bulgaria
Canada
Chile
Chinese Taipei
Croatia
Cyprus
Czech Republic
Denmark
Egypt
England
Finland
France
Georgia
Germany
Hong Kong SAR
Hungary
Indonesia
Iran, Islamic Rep. of
Ireland
Israel
Italy

Japan
Jordan
Kazakhstan
Korea, Rep. of
Kuwait
Lebanon
Lithuania
Malaysia
Malta
Morocco
Netherlands
New Zealand
Northern Ireland
Norway
Oman
Poland
Portugal
Qatar
Russian Federation
Saudi Arabia
Serbia
Singapore
Slovak Republic
Slovenia
South Africa
Spain

Sweden
Thailand
Turkey
United Arab Emirates
United States

Benchmarking Participants

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

Countries and benchmarking participants could elect to participate in the fourth grade assessment, the eighth grade assessment, or both. Also, countries where students were expected to find the TIMSS assessments too difficult at the fourth grade could participate in the newly developed TIMSS Numeracy assessment, a less difficult version of the fourth grade mathematics assessment. Fifty countries and the 7 benchmarking participants administered the fourth grade assessments. Of those, 7 countries and 1 benchmarking entity participated in the Numeracy assessment, including Bahrain, Indonesia, Iran, Kuwait, Jordan, Morocco, and South Africa as well as Buenos Aires. Each of these participants gave both the fourth grade assessments in mathematics and science as well as the Numeracy assessment, except Jordan and South Africa that participated in Numeracy only. Thirty-nine countries and the 7 benchmarking participants administered the eighth grade mathematics and science assessments. Norway chose to assess fifth and ninth grades to obtain better comparisons with Sweden and Finland (but also collected benchmark data at fourth and eighth grades). Botswana and South Africa assessed ninth grade to better match their curricula and to maintain trend measurement. Exhibit 2 provides more information about the students assessed in TIMSS 2015, including average ages as well as policies for age of entry, promotion, and retention.

In each grade, nationally representative samples of approximately 4,000 students from 150-200 schools participated in TIMSS 2015. Including the mathematics, numeracy, and science assessments and questionnaires, more than 312,000 students, 250,000 parents, 20,000 teachers, and 10,000 schools participated in the fourth grade assessments, and a further 270,000 students, 31,000 teachers, and 8,000 schools in the eighth grade assessments.

Exhibit 2: Information About the Students Assessed in TIMSS 2015

Reported by National Research Coordinators, except Average Ages are from TIMSS 2015 Data

Country	Grade 4		Grade 8		Information About Policy on Students' Age of Entry to Primary School	Information About Students' Age of Entry to Primary School in Practice
	Country's Name for Fourth Year of Formal Schooling*	Average Age at Time of Testing	Country's Name for Eighth Year of Formal Schooling*	Average Age at Time of Testing		
Australia	Year 4	10.0	Year 8	14.0	Varies by state, but generally children must begin school by age 6.	Most children begin school when they are 4.5–5 years old, but some wait until the compulsory age, either on advice from preschool staff or on the judgment of parents, usually because of maturity.
Bahrain	Grade 4	9.9	Grade 8	14.0	Children must be 6 years old to begin school in September.	Follows policy
Belgium (Flemish)	Grade 4	10.1			Children must begin school in September during the calendar year of their 6th birthday.	Parents can keep their child in kindergarten until age 7, with approval from an independent counseling center. Homeschooling is also practiced. Children with serious disabilities can be exempt from compulsory education.
Botswana (9)			Grade 9	15.6	Children must be 6 years old by the end of June to begin in January of the same calendar year.	Children from remote areas or disadvantaged children may begin later than age 6. Children enter private schools at age 5.
Bulgaria	Grade 4	10.8			Children must begin school during the calendar year of their 7th birthday.	Children may begin at the age of 6 with parental/guardian discretion.
Canada	Grade 4	9.9	Grade 8	14.0	Varies by province, but most children begin school at the age of 6.	Practice varies by province, but generally parents have the option of accelerating or delaying enrollment by one year. Some parents opt to homeschool their children.
Chile	Basic 4	10.2	Basic 8	14.3	Children must be 6 years old by March 31 of the year they begin school.	Principals are allowed some discretion regarding the admission of children who will turn 6 after March 31 but before June 30.
Chinese Taipei	Grade 4	10.2	Grade 8	14.3	Children must be 6 years old to begin school in September.	Parents can apply for early enrollment to elementary schools. Legal representatives can apply to delay enrollment to elementary schools for children with disabilities.
Croatia	Grade 4	10.6			Children can begin school during the calendar year of their 6th birthday.	Children typically begin primary school at age 7 because their parents feel they will benefit from being more mature.
Cyprus	Grade 4	9.8			Children can begin school if they are 5.75 years old before September 1.	Parents can apply to delay enrollment of children for one year with the approval of the Director of Primary Education.
Czech Republic	Grade 4	10.4			Children must be 6 years old to begin school in September.	On one hand, parents may request that children born after September 1 be allowed to enroll at age 5 with pedagogical and psychological certification. On the other hand, about 22% of students every year receive permission to postpone enrollment for one year.
Denmark	Grade 4	10.9			Children can begin school during the calendar year of their 6th birthday.	Parents may request early enrollment for mature children whose 5th birthdays are before October 1 from the school principal. Parents may also request a one-year postponement of enrollment for developmentally challenged children from the municipal council.
Egypt			–	14.1	Children must be 6 years old by the end of September to begin school.	Follows policy
England	Year 5	10.1	Year 9	14.1	Children must begin school during the calendar year of their 5th birthday.	Most children begin school the September after their 4th birthday. Parents may request that their child's entry to school is deferred until later in the school year and up until the compulsory school age.
Finland	Grade 4	10.8			Children must begin school during the calendar year of their 7th birthday.	It is possible for parents to enroll children one year earlier or one year later than the official policy.
France	CM1	9.9			Children must begin school in September of the calendar year of their 6th birthday.	In rare cases it is possible for parents and/or teachers to request early enrollment for academically advanced and mature children or to request a one-year delay in enrollment for immature children.

* The TIMSS target population is the grade that represents four years or eight years of schooling counting from the first year of ISCED Level 1. However, IEA has a policy that students do not fall under the minimum average age of 9.5 years old (Grade 4) or 13.5 years old (Grade 8) at the time of testing, so England, Malta, and New Zealand assessed students in their fifth year or ninth year of formal schooling.

A dash (-) indicates comparable data not available.

**Exhibit 2: Information About the Students Assessed in TIMSS 2015
(Continued)**

Country	Grade 4		Grade 8		Information About Policy on Students' Age of Entry to Primary School	Information About Students' Age of Entry to Primary School in Practice
	Country's Name for Fourth Year of Formal Schooling*	Average Age at Time of Testing	Country's Name for Eighth Year of Formal Schooling*	Average Age at Time of Testing		
Georgia	Grade 4	9.7	Grade 8	13.7	Children must be 6 years old to begin school.	Follows policy
Germany	Grade 4	10.4			Varies by state, but generally children must have reached their 6th birthday before a statutory qualifying date (usually between June 30 and September 30) to begin school on August 1.	Varies by state, but generally, parents may request early enrollment from the local primary school or request deferred enrollment from the school administration for children with demonstrated physical or mental disabilities.
Hong Kong SAR	Primary 4	10.1	Secondary 2	14.2	Children begin school if they are 5.75 years old before September 1.	Some parents choose not to enroll their children according to policy.
Hungary	Grade 4	10.7	Grade 8	14.7	Children must be 6 years old before August 31 to begin school that year.	Children may remain in preschool for an extra year upon recommendation from a committee of experts.
Indonesia	Grade 4	10.4			Children must be 6 years old to begin school in August.	Parents may request early enrollment for mature students. In rural areas, it is common for children to enroll at age 7.
Iran, Islamic Rep. of	Grade 4	10.2	Grade 8	14.2	Children must be 6 years old by September 21 to begin school that year.	Parents may enroll their children at age 7.
Ireland	Fourth Class	10.4	Second Year	14.4	Children can begin school (ISCED 0) at age 4, but must begin school by age 6.	Most children begin primary school at age 4–5, the first two years of which are pre-primary grades.
Israel			Grade 8	14.0	Children begin school the calendar year of their 6th birthday.	Parents may apply for delayed enrollment and have the final say in enrollment decisions.
Italy	Primary Grade 4	9.7	Lower Secondary Grade 3	13.8	Children begin school the calendar year of their 6th birthday.	Parents have discretion over early or delayed enrollment.
Japan	Grade 4	10.5	Grade 8	14.5	Children must be 6 years old by April 1 to begin school.	Follows policy
Jordan	Grade 4	9.8	Grade 8	13.8	Children must be at least 5.75 years old by September 1 to begin school.	Follows policy
Kazakhstan	Grade 4	10.3	Grade 8	14.3	Children must begin school at age 6.	Parents can delay enrollment for one year.
Korea, Rep. of	Elementary School Grade 4	10.5	Middle School Grade 2	14.4	Children must be 6 years old by the end of December to begin school the following March.	Parents can decide to enroll academically advanced children one year earlier or postpone enrollment for one year for health reasons with the permission of the school superintendent.
Kuwait	Grade 4	9.7	Grade 8	13.7	Children must be 6 years old by March 15 to begin school that calendar year.	Follows policy
Lebanon			Grade 8	14.2	Children must be 6 years old by the end of June to begin school the following September.	Parental discretion is not allowed in private schools. In public schools there may be special cases authorized by the Ministry of Education.
Lithuania	Grade 4	10.7	Grade 8	14.7	Children begin school during the calendar year of their 7th birthday.	Parents can request early enrollment or request to delay enrollment by one year.
Malaysia			Form 2	14.3	Children must be at least 6 years old to begin school.	Follows policy
Malta			Year 9	13.8	Children begin school during the calendar year of their 5th birthday.	Follows policy
Morocco	Grade 4	10.3	Middle School Year 2	14.5	Children must be 6 years old to begin school.	Follows policy
Netherlands	Group 6	10.0			Children must start kindergarten on the first day of the month after their 5th birthday.	Most children begin kindergarten when they are 4 years old and begin primary school when they are 6 years old. Some children start primary school later if the school thinks that the child would benefit from being more mature. Parents are involved in this decision, but the school has the final say.
New Zealand	Year 5	10.0	Year 9	14.1	Children can begin school at age 5, but must be enrolled in primary school by their 6th birthday.	Most children begin school on or soon after their 5th birthday.
Northern Ireland	Year 6	10.4			Children must be 4 years old by July 1 to begin school in September.	Follows policy

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

Exhibit 2: Information About the Students Assessed in TIMSS 2015
(Continued)

Country	Grade 4		Grade 8		Information About Policy on Students' Age of Entry to Primary School	Information About Students' Age of Entry to Primary School in Practice
	Country's Name for Fourth Year of Formal Schooling*	Average Age at Time of Testing	Country's Name for Eighth Year of Formal Schooling*	Average Age at Time of Testing		
Norway (5, 9)	Grade 5	10.7	Grade 9	14.7	Children must begin school during the calendar year of their 6th birthday.	Follows policy
Oman	Grade 4	9.6	Grade 8	14.0	Children begin school during the calendar year of their 6th birthday.	Follows policy
Poland	Grade 4	10.7			Children must begin school during the calendar year of their 6th birthday.	From 2012–2015, parents could decide whether to send their children to school at age 6 or age 7.
Portugal	Grade 4	9.9			Children must be 6 years old by September 15 to begin school in that calendar year.	Parents or legal guardians can request that children who will be 6 years old between September 16 and December 31 be allowed to enroll in primary education in the school year of their 6th birthday.
Qatar	Grade 4	10.1	Grade 8	14.1	Children must be 6 years old by the end of December to begin school in September.	Follows policy
Russian Federation	Grade 4	10.8	Grade 8	14.7	Children begin school when they are at least 6.5 years old by September 1 of that school year.	Children under 6.5 years old may begin school with consent of the parents and school principal. Parents may delay entry until age 7 or older if they want the child to be more mature, or for health reasons.
Saudi Arabia	Grade 4	10.0	Grade 8	14.1	Children must be 6 years old by the end of August to begin school in September.	Follows policy
Serbia	Grade 4	10.7			Children must be 6.5–7 years old to begin school.	Schools may recommend one year of continued preparatory preschool for children not considered school ready. If the child is over 7.5 years old, and due to illness or other differences did not enroll in first grade, he or she may enroll in the first or other appropriate grade based on the results of testing.
Singapore	Primary 4	10.4	Secondary 2	14.4	According to the Compulsory Education Act, children must begin school in the calendar year of their 7th birthday.	Parents may seek a deferral of registration for medical reasons or if the child is homeschooled.
Slovak Republic	Grade 4	10.4			Children must begin school on September 1 if their 6th birthday is before August 31.	Children may begin school early or after an approved delay based on psychological tests and professional recommendations.
Slovenia	Grade 4	9.8	Grade 8	13.8	Children begin school during the calendar year of their 6th birthday.	Parents can request early enrollment for children who have their 6th birthday in January of the next calendar year or request a one-year delay in enrollment for medical or developmental reasons.
South Africa (5, 9)	Grade 5	11.5	Grade 9	15.7	Children must be 5 years old and have their 6th birthday by June 30 of the next year to begin school mid-January.	Follows policy
Spain	Grade 4	9.9			Children must begin school during the calendar year of their 6th birthday.	Almost all children begin kindergarten at age 3, even though it is not compulsory.
Sweden	Grade 4	10.8	Grade 8	14.7	Children begin school during the calendar year of their 7th birthday.	In special cases students may begin school when they are 6 or 8 years old.
Thailand			Grade 8	14.4	Children must be 6 years old by May 16 to begin school the following academic year.	Follows policy
Turkey	Grade 4	9.9	Grade 8	13.9	Children must be 5.5 years old to begin school in September.	If parents prefer, children ages 5.5–5.75 can delay enrollment for one year. Children ages 5.75–6 can delay enrollment for one year for medical or developmental reasons.
United Arab Emirates	Grade 4	9.8	Grade 8	13.9	Children can begin school during the calendar year of their 6th birthday, but must begin by age 8.	Parents may delay enrollment, but students may not be older than 8 years old on December 31 of their entry year.
United States	Grade 4	10.2	Grade 8	14.2	Each state requires parents to send their children to school between set ages. Required entry is often between 5 to 7 years old, exact age varies by state.	Children typically begin kindergarten at age 5.

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

**Exhibit 2: Information About the Students Assessed in TIMSS 2015
(Continued)**

Country	Grade 4		Grade 8		Information About Policy on Students' Age of Entry to Primary School	Information About Students' Age of Entry to Primary School in Practice
	Country's Name for Fourth Year of Formal Schooling*	Average Age at Time of Testing	Country's Name for Eighth Year of Formal Schooling*	Average Age at Time of Testing		
Benchmarking Participants						
Buenos Aires, Argentina	Grade 4	9.8	Secondary 1	14.1	Children must be 6 years old by the end of June to begin school in March of the same year.	Follows policy
Ontario, Canada	Grade 4	9.8	Grade 8	13.8	Students can begin school in September if they have their 6th birthday before December 31.	Parents may enroll their children in junior kindergarten at age 4 or senior kindergarten at age 5. Some students may start school at the junior kindergarten level at 3 years old if their birthday is between September 1 and December 31. In addition, some parents homeschool their children.
Quebec, Canada	Grade 4	10.1	Secondary 2	14.3	Children must be 6 years old by September 30 to begin in September of that calendar year.	Follows policy
Norway (4, 8)	Grade 4	9.7	Grade 8	13.7	Children must be 6 years old by September 30 to begin in September of that calendar year.	Follows policy
Abu Dhabi, UAE	Grade 4	9.8	Grade 8	13.9	Children begin school during the calendar year of their 6th birthday.	Follows policy
Dubai, UAE	Grade 4	9.8	Grade 8	13.9	Children begin school during the calendar year of their 6th birthday.	Follows policy
Florida, US	Grade 4	10.4	Grade 8	14.4	Children must begin school if they have their 6th birthday by February 1 of that school year.	Children who are 5 years old on or before September 1 of the school year are eligible for admission to public kindergarten during that school year, based on rules prescribed by the school board. Parents may choose whether or not to enroll their children in kindergarten. School superintendents may authorize certificates of exemptions from school attendance requirements in certain situations.

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

TIMSS Advanced 2015

With the current emphasis on college and career readiness and increasing global competitiveness in STEM (science, technology, engineering, and mathematics) fields, in 2015 TIMSS Advanced once again was joined with TIMSS. First conducted in 1995 and then again in 2008, TIMSS Advanced is the only international assessment that provides essential information about students' achievement in advanced mathematics and physics. It assesses students in their final year of secondary school (often 12th grade) who are engaged in advanced mathematics and physics studies that prepare them to enter STEM programs in higher education.

TIMSS Advanced 2015 was offered together with TIMSS to provide 20 years of trends at three important points in students' schooling (4th grade, 8th grade, and final grade) and provide information about how the foundations established in primary school can influence students' educational career through lower secondary and impact achievement in students' final year of secondary school.

Quality Assurance

TIMSS 2015 made every effort to attend to the quality and comparability of the data through careful planning and documentation, cooperation among participating countries, standardized procedures, and rigorous attention to quality control throughout. The assessments were administered to nationally representative and well-documented probability samples of students in each country. Staff from Statistics Canada and the IEA Data Processing and Research Center (DPC) worked with National Research Coordinators on all phases of sampling activities to ensure compliance with sampling and participation requirements, with the few exceptions from compliance annotated in the data exhibits. The IEA Secretariat worked with the TIMSS & PIRLS International Study Center to manage an extensive series of verification checks to ensure the comparability of translations of the assessment items and questionnaires, and to conduct an international quality assurance program of school visits to monitor and report on the administration of the assessment. IEA DPC staff worked closely with National Research Coordinators all through the project to organize data collection operations and to check all data for accuracy and consistency within and across countries.

TIMSS 2015 Results

The international results for TIMSS 2015 are reported on this website and the results for TIMSS Advanced 2015 also can be accessed from here.

The TIMSS 2015 results are presented separately for mathematics and science, and within each subject separately for fourth grade and eighth grade. Each of the two reports contains 10 chapters or sections providing overviews in the form of infographics and numerous exhibits summarizing

fourth and eighth grade student achievement distributions, performance at the TIMSS International Benchmarks, achievement trends over time, and achievement in relation to students' home, school, and classroom educational contexts for learning mathematics and science. The exhibits can be downloaded and printed from the [Download Center](#).

The website includes links to:

- [TIMSS 2015 Assessment Frameworks](#) presents the mathematics and science assessment frameworks that describe in some detail the major content and cognitive domains to be assessed at the fourth and eighth grades as well as the framework describing the types of learning situations and factors that will be investigated via the questionnaire data and an overview of the assessment design.
- [TIMSS 2015 Encyclopedia: Education Policy and Curriculum in Mathematics and Science](#) describes national contexts for mathematics and science teaching and learning. It contains selected data about the countries' curricula together with a chapter written by each participant summarizing the structure of its education system, the mathematics and science curricula and instruction in primary and secondary grades, the teacher education requirements, and the types of examinations and assessments employed.
- [Methods and Procedures in TIMSS 2015](#) describes the methods and procedures used to develop, implement, and analyze the results from the TIMSS 2015 assessments.