

Joint TIMSS & PIRLS 2031 Cycle: A Rare Opportunity

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An alignment that happens once every 20 years

- 2011

- First joint administration of TIMSS and PIRLS
- 34 countries and 3 benchmarking entities administered to **same** students

- 2031

- Second alignment — the current opportunity

- 2051

- Next opportunity to assess the same students across all three domains



Photo: Kim Christensen.

Countries That Tested the Same Students in 2011

Australia
Austria
Azerbaijan
Botswana (6)
Chinese Taipei
Croatia
Czech Republic
Finland
Georgia
Germany
Honduras (6)
Hong Kong SAR
Hungary

Iran, Islamic Republic of
Ireland
Italy
Lithuania
Malta
Morocco
Northern Ireland
Norway
Oman
Poland
Portugal
Qatar
Romania

Russian Federation
Saudi Arabia
Singapore
Slovak Republic
Slovenia
Spain
Sweden
United Arab Emirates

Benchmarking Participants

Quebec, Canada
Abu Dhabi, UAE
Dubai, UAE

What makes a joint TIMSS & PIRLS cycle different?

Typical Cycle

- Reading assessed separately from mathematics and science
 - PIRLS on a 5-year cycle
 - TIMSS on a 4-year cycle
- Different students, different birth cohorts, different schools
- Cross-domain comparisons are limited

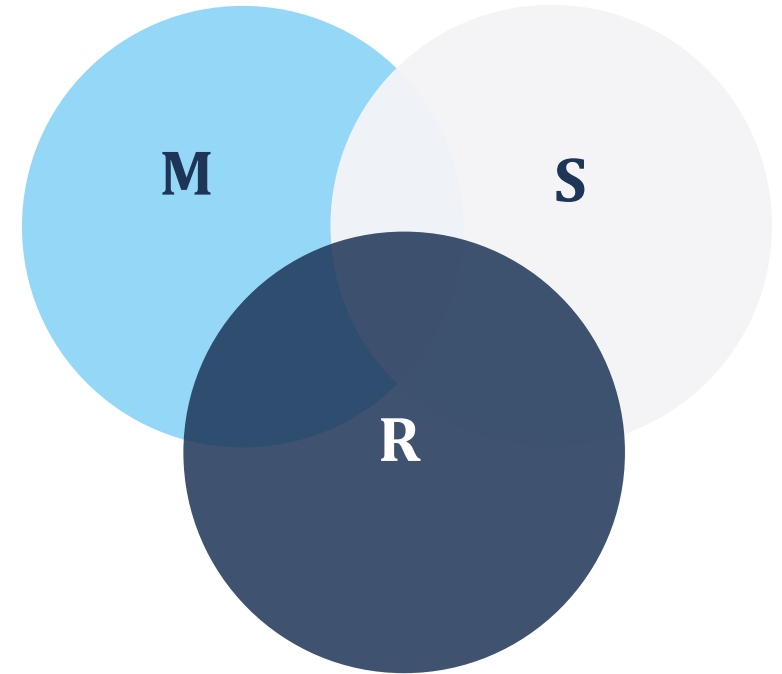
2031 Cycle

- Reading mathematics, and science assessed in the same school year
- The same student cohort is assessed across all domains
- "Same schools, same students" was broadly used in 2011
- A foundation for cross-domain analyses

An integrated view of student performance

A combined dataset will offer a wide range of opportunities to study how achievement in these core subjects interrelates.

Researchers will be able to explore relationships between achievement and important context variables across domains.



Practical advantages for countries joining both studies

Coordinated sampling

Shared procedures reduce duplicate sampling design work for countries that select the same schools for both assessments

Aligned operational planning

One timeline with an integrated set of well-established, standardized administration procedures

Shared methodological foundation

Consistent reporting standards, integrates reports and databases, common procedures for national and international (insights) reports

Common IEA standards helps maintain alignment between two National Centers even if they are institutionally separate.

Building on established trends with new innovations

- **Maintain long-standing trend lines**
 - Both TIMSS and PIRLS have established international trend lines over many prior cycles. The 2031 design extends, rather than replaces, that continuity.
- **New cross-domain explorations**
 - At the same time, the joint design opens analytic possibilities — relationships across reading, math, and science — that separate cycles cannot offer.

Example research questions

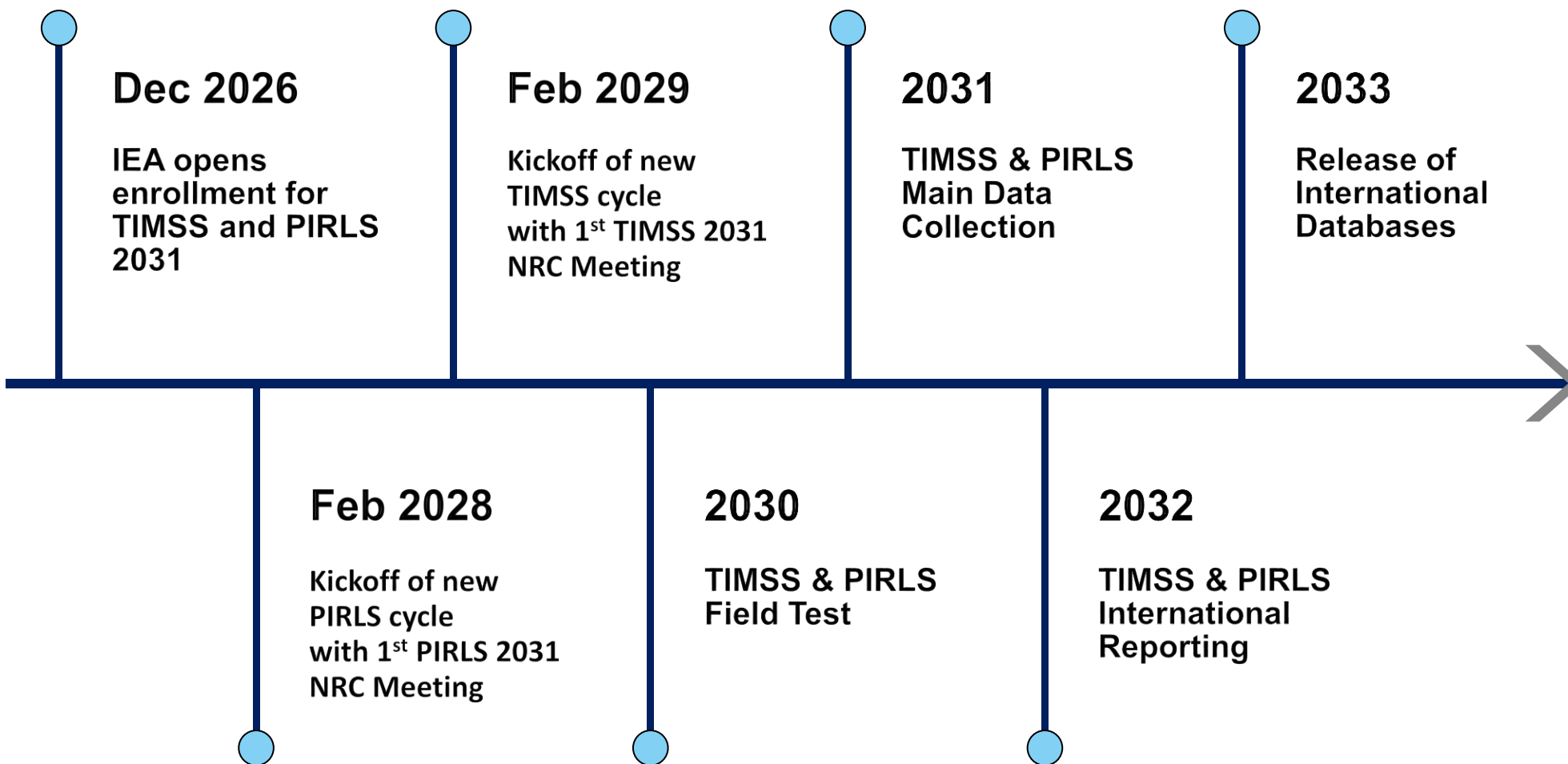
Are students who struggle in reading more likely to also struggle in mathematics and science?

Do (teaching) resource shortages affect instruction in all core subjects equally?

To what extent does scientific inquiry problem-solving rely on foundational reading comprehension versus mathematical reasoning?

How does engagement with informational texts relate to understanding scientific problem-solving tasks?

Overview of TIMSS & PIRLS 2031



Project Schedules and Meeting Synergies

- Early NRC meetings focus on content with little overlap
- Joint TIMSS and PIRLS expert group meeting will be convened for context questionnaires
 - PIRLS QDG and TIMSS QIRC will still separately discuss core subject-specific content, but together for common Grade 4 content
 - TIMSS QIRC will separately discuss Grade 8 questionnaire content
- Synergies and efficiencies will be identified within the schedules
 - Webinars where common content can be delivered most efficiently
 - In-person meetings in a common location to reduce travel burden

Questions
&
Discussion



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Thank You!

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