

# DISCIPLINED DIALOGUE EXAMPLE

Consider the following data provided by the TIMSS study of Australian Grade 8 students in mathematics:

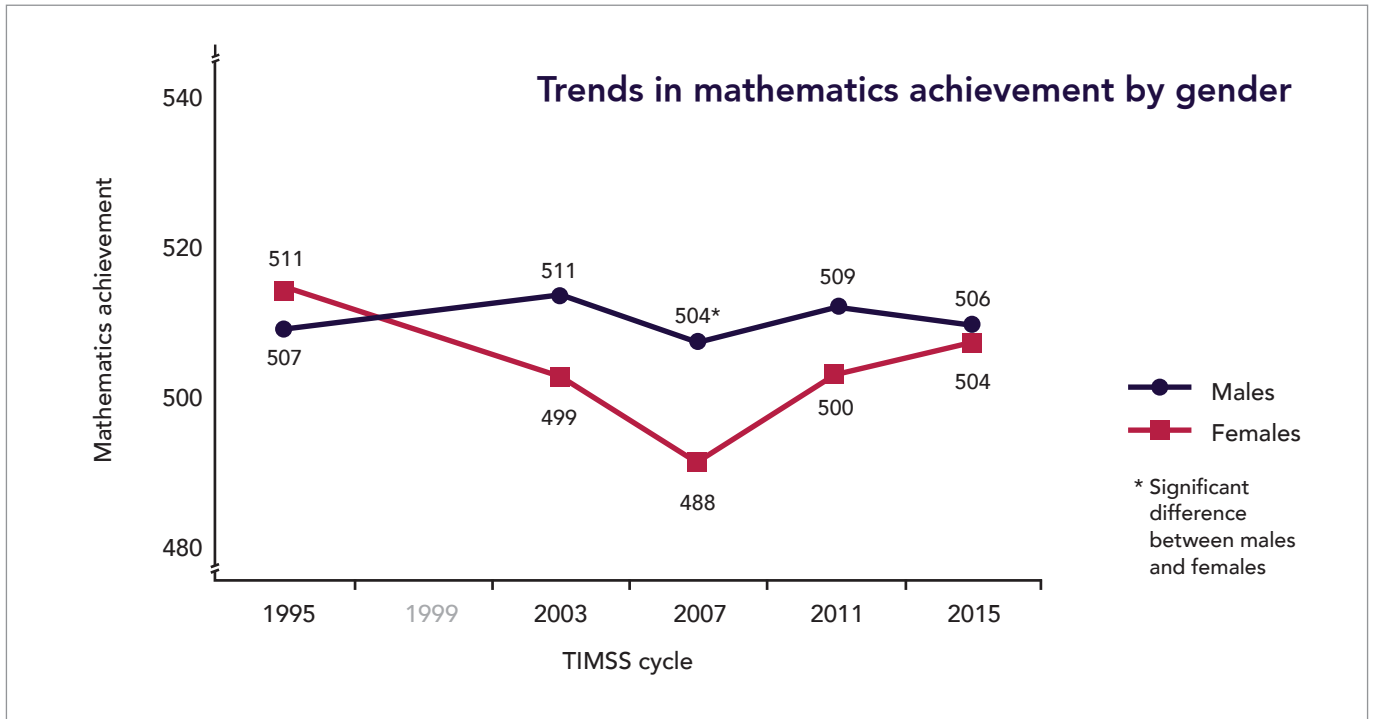


Figure 1. Trends in Year 8 mathematics achievement within Australia, 1995–2015, by gender. Reprinted from fig. 3.9 in *TIMSS 2015: A first look at Australia's results* (p. 39), by S. Thomson, N. Wernert, E. O'Grady and S. Rodrigues, 2016. Reprinted with permission by ACER.

## Results for parental education

This section presents Australian students' mathematics achievement according to the level of parental education. For more information about this variable, please refer to the Reader's Guide.

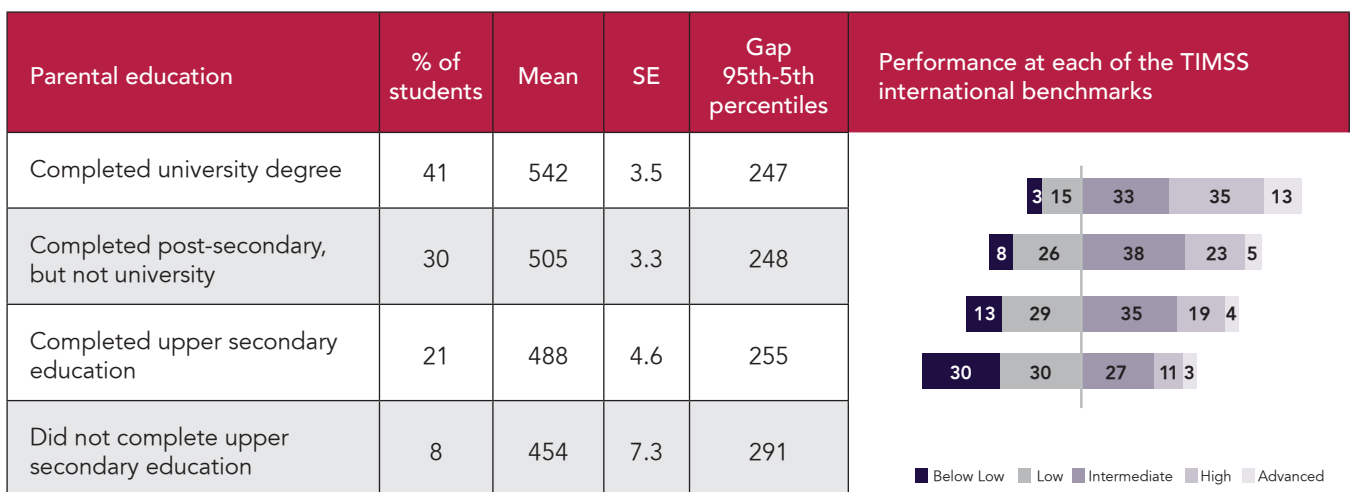


Figure 2. Mean scores and percentages of students at the international benchmarks for Year 8 mathematics, by parental education. Reprinted from fig. 3.13 in *TIMSS 2015: A first look at Australia's results* (p. 41), by S. Thomson, N. Wernert, E. O'Grady and S. Rodrigues, 2016. Reprinted with permission by ACER.

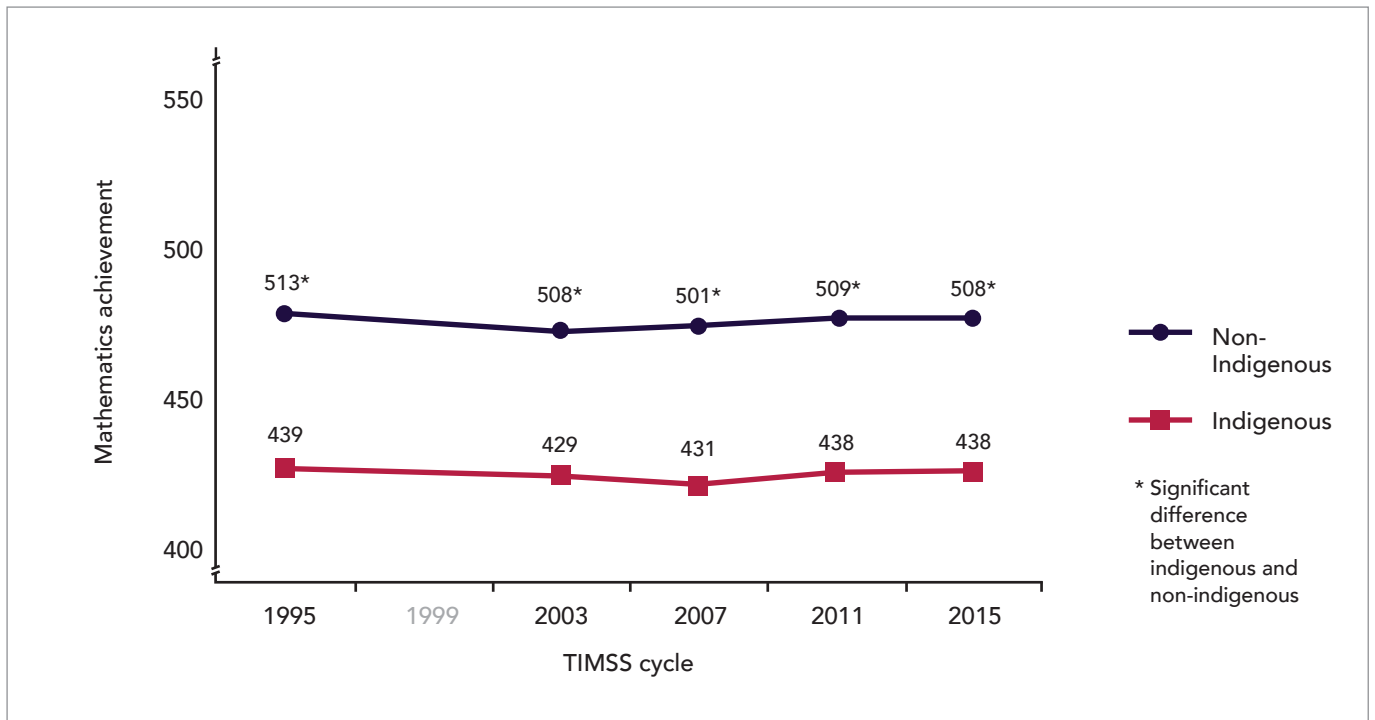
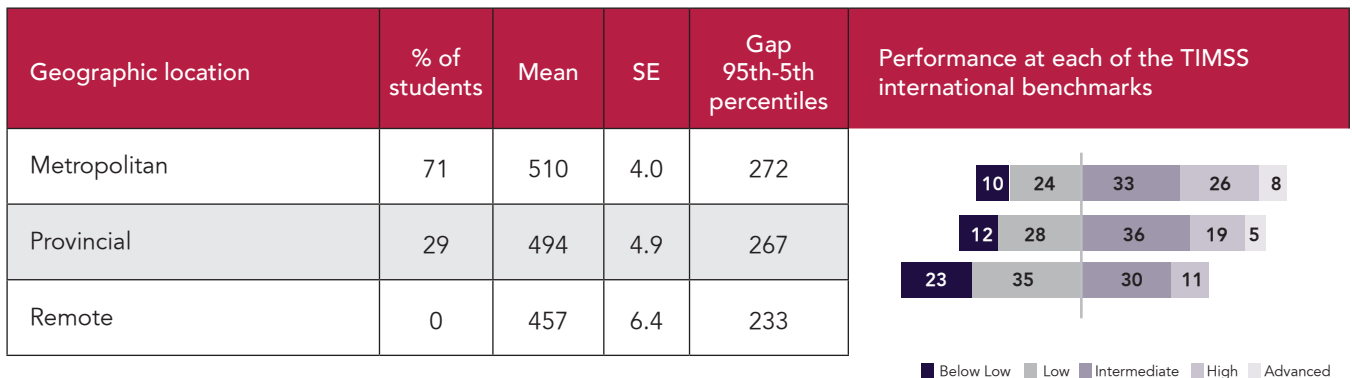


Figure 3. Trends in Year 8 mathematics achievement within Australia, 1995–2015, by Indigenous background. Reprinted from fig. 3.16 in *TIMSS 2015: A first look at Australia's results* (p. 43), by S. Thomson, N. Wernert, E. O'Grady and S. Rodrigues, 2016. Reprinted with permission by ACER.

## Results for geographic location of the school

This section presents Australian students' mathematics achievement according to the geographic location of the school. For more information about this variable, please refer to the Reader's Guide (*TIMSS 2015*, p. xi).



Note: In cases in which the proportion of students in a benchmark band is 1% or less, the numeric label will not appear on the band. This convention has been used for all figures about benchmarks in Chapter 3.

Due to rounding, some percentages in the figure may not match to totals in the text. See the Reader's Guide for more information.

Figure 4. Mean scores and percentages of students at the international benchmarks for Year 8 mathematics, by geographic location. Reprinted from fig. 3.18 in *TIMSS 2015: A first look at Australia's results* (p. 44), by S. Thomson, N. Wernert, E. O'Grady and S. Rodrigues, 2016. Reprinted with permission by ACER.

## Disciplined Dialogue questions

1. What do we see in these data?
2. Why are we seeing what we are?
3. What, if anything, should we be doing about it?

## **REFERENCES**

Thomson, S., Wernert, N., O'Grady, E., & Rodrigues, S. (2016). *TIMSS 2015: A first look at Australia's results*. Retrieved from [https://research.acer.edu.au/timss\\_2015/1](https://research.acer.edu.au/timss_2015/1)

## **LICENCED THIRD-PARTY MATERIAL**

Thomson, S., Wernert, N., O'Grady, E., & Rodrigues, S. (2016). *TIMSS 2015: A first look at Australia's results*. © Australian Council for Educational Research Ltd 2016. Reprinted with permission.