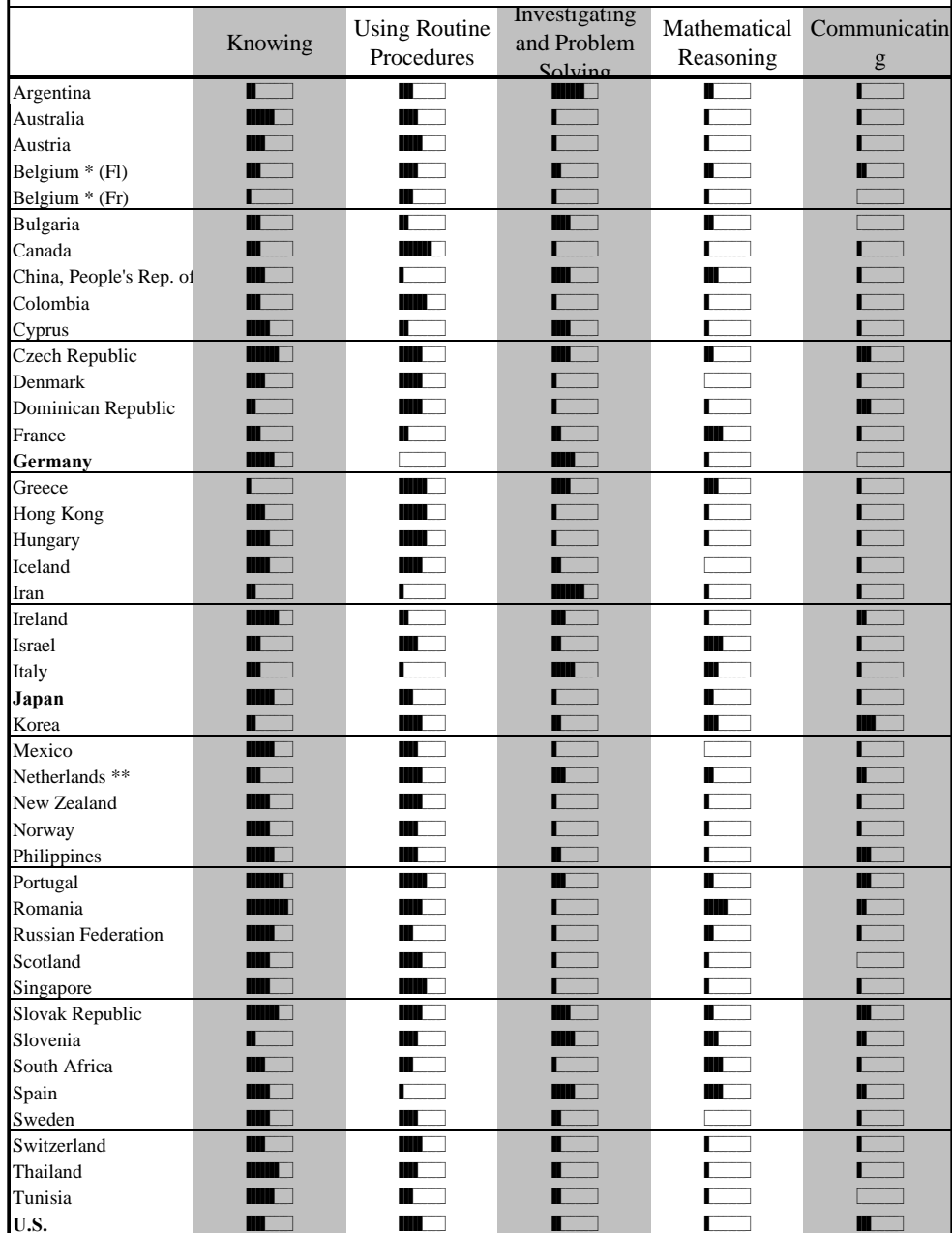


Exhibit 26. Textbook space devoted to major Population 2 mathematics performance expectations. U.S. textbook performance expectations in grade 8 mathematics emphasized 'knowing' and 'using routine procedures' (including more complex procedures such as estimating and graphing) with some additional emphasis on communication. This pattern was more balanced than its international counterpart and may reflect more depth of attention to reform concerns to make more and more complex demands of students. Germany showed even more emphasis on 'knowing' but also more on 'investigating and problem solving.' [The bars represent the percentage of blocks devoted to each of the five most inclusive performance expectation categories in mathematics textbooks for the upper grade of Population 2 (grade 8). Bars represent the average over all TIMSS countries and the U.S., Germany, and Japan specifically.]



* The national Research Coordinators of Belgium have collected data only from curriculum guides. Due to the great level of detail of the guides, and their extensive use, data from these are compared in this display with the textbook data available from all other countries.

** Netherlands' sample did not meet the 50% market coverage criterion for Populations 1 and 2.

Note: Percentages across all categories do not sum to 100% because of the multiple codings associated with some

Missing data: Latvia, Lithuania

