

PROGRESS IN INTERNATIONAL READING LITERACY STUDY

PIRLS



TIMSS & PIRLS
International Study Center
Lynch School of Education, Boston College



PIRLS 2011 User Guide for the International Database

Supplement 1

International Version of the PIRLS 2011
Background Questionnaires and
Curriculum Questionnaire

Copyright © 2013 International Association for the Evaluation of Educational Achievement (IEA)

PIRLS 2011 User Guide for the International Database

Edited by Pierre Foy and Kathleen T. Drucker

Publishers: TIMSS & PIRLS International Study Center,
Lynch School of Education, Boston College

and

International Association for the Evaluation of Educational Achievement (IEA)

Library of Congress Catalog Card Number: 2013930047

ISBN-13: 978-1-889938-14-1

For more information about TIMSS contact:

TIMSS & PIRLS International Study Center

Lynch School of Education

Boston College

Chestnut Hill, MA 02467

United States

tel: +1-617-552-1600

fax: +1-617-552-1203

e-mail: pirls@bc.edu

pirls.bc.edu

Boston College is an equal opportunity, affirmative action employer.

Printed and bound in the United States.

Supplement 1

International Version of the PIRLS 2011 Background Questionnaires and Curriculum Questionnaire

Overview

The PIRLS 2011 international database includes data for all questionnaires administered as part of the PIRLS 2011 assessment. This supplement contains the international version of the PIRLS 2011 background questionnaires and curriculum questionnaires in the following 5 sections:

Section 1:	Student Questionnaire
Section 2:	Home Questionnaire (Learning to Read Survey)
Section 3:	Teacher Questionnaire
Section 4:	School Questionnaire
Section 5:	Curriculum Questionnaire

Each section contains a table that lists detailed information for each question, followed by the international version of the questionnaire with variable names labeled in the margin.

Exhibits S1.1 through S1.5 list the questions for each of the PIRLS 2011 questionnaires by their location and variable name, and indicate whether a variable was available in 2006 (with the exception of the Curriculum Questionnaire).

The PIRLS 2011 questionnaires were designed to provide an opportunity for individual countries to make modifications to some questions or response options. This allowed countries to include the appropriate wording or options most consistent with their own national systems. In the international version of the questionnaires, such questions contain instructions to the National Research Coordinators (NRCs) to substitute the appropriate wording for their country and/or modify or delete any inappropriate questions or options. These instructions were indicated in the questionnaires by text inserted within carets (<country-specific>). The NRCs were to substitute, if necessary, an appropriate national adaptation that would retain the same basic interpretation as the text within carets. These national adaptations of the background questionnaires are documented in Supplement 2.

Section 1

Student Questionnaire



Exhibit S1.1: Index of International Background Variables for the PIRLS 2011 Student Questionnaire

PIRLS 2011 Question Number	PIRLS 2011 Variable Name	PIRLS 2011 Variable Description (See Questionnaire For Full Item Text)	PIRLS 2006 Variable Name	Notes
SQG-01	ASBG01	Are you a girl or boy?	ASBGSEX	
SQG-02A	ASBG02A	What month were you born?	ASBGBIRM	
SQG-02B	ASBG02B	What year were you born?	ASGBIRY	
SQG-03	ASBG03	How often do you speak <language of test> at home?	ASBGLNGH	
SQG-04	ASBG04	About how many books are there in your home?	ASBGBOOK	
SQG-05A	ASBG05A	Do you have a computer at your home?	ASBGTA1	
SQG-05B	ASBG05B	Do you have a study desk/table for your use at your home?	ASBGTA2	
SQG-05C	ASBG05C	Do you have books of your very own at your home?	ASBGTA3	
SQG-05D	ASBG05D	Do you have your own room at your home?	ASBGTA5	
SQG-05E	ASBG05E	Do you have internet connection at your home?		
SQG-05F	ASBG05F	Do you have <country-specific indicator of wealth> at your home?	ASBGTA7	
SQG-05G	ASBG05G	Do you have <country-specific indicator of wealth> at your home?	ASBGTA8	
SQG-05H	ASBG05H	Do you have <country-specific indicator of wealth> at your home?	ASBGTA9	
SQG-05I	ASBG05I	Do you have <country-specific indicator of wealth> at your home?	ASBGTA10	
SQG-05J	ASBG05J	Do you have <country-specific indicator of wealth> at your home?		
SQG-05K	ASBG05K	Do you have <country-specific indicator of wealth> at your home?		
SQG-06A	ASBG06A	How often do you use a computer at home?	ASBGUPC1	
SQG-06B	ASBG06B	How often do you use a computer at school?	ASBGUPC2	
SQG-06C	ASBG06C	How often do you use a computer at some other place?	ASBGUPC3	
SQG-07A	ASBG07A	How often do your parents ask you what you learned in school?		

Exhibit S1.1: Index of International Background Variables for the PIRLS 2011 Student Questionnaire (Continued)

PIRLS 2011 Question Number	PIRLS 2011 Variable Name	PIRLS 2011 Variable Description (See Questionnaire For Full Item Text)	PIRLS 2006 Variable Name	Notes
SQG-07B	ASBG07B	How often do you talk about your schoolwork with your parents?		
SQG-07C	ASBG07C	How often do your parents make sure that you set aside time for your homework?		
SQG-07D	ASBG07D	How often do your parents check if you do your homework?		
SQG-08A	ASBG08A	How much do you agree that you like being in school?	ASBGCT1	
SQG-08B	ASBG08B	How much do you agree that you feel safe when you are at school?	ASBGCT3	
SQG-08C	ASBG08C	How much do you agree that you belong at school?		
SQG-09A	ASBG09A	During this year, how often were you made fun of or called names at school?		
SQG-09B	ASBG09B	During this year, how often were you left out of games or activities by other students at school?		
SQG-09C	ASBG09C	During this year, how often did someone spread lies about you at school?		
SQG-09D	ASBG09D	During this year, how often was something stolen from you at school?		
SQG-09E	ASBG09E	During this year, how often were you hit or hurt by other student(s) at school?		
SQG-09F	ASBG09F	During this year, how often were you made to do things you didn't want to do by other students at school?		
SQR-01	ASBR01	How much time do you spend reading outside of school on a normal school day?		
SQR-02A	ASBR02A	How often do you read for fun outside of school?	ASBGTOC5	
SQR-02B	ASBR02B	How often do you read things that you choose yourself outside of school?		
SQR-02C	ASBR02C	How often do you read to find out about things you want to learn outside of school?	ASBGTOC6	
SQR-03A	ASBR03A	How often do you read stories or novels outside of school?	ASBGRT02	
SQR-03B	ASBR03B	How often do you read books that explain things outside of school?	ASBGRT03	
SQR-03C	ASBR03C	How often do you read magazines outside of school?	ASBGRT04	
SQR-03D	ASBR03D	How often do you read comic books outside of school?	ASBGRT01	

Exhibit S1.1: Index of International Background Variables for the PIRLS 2011 Student Questionnaire (Continued)

PIRLS 2011 Question Number	PIRLS 2011 Variable Name	PIRLS 2011 Variable Description (See Questionnaire For Full Item Text)	PIRLS 2006 Variable Name	Notes
SQR-03E	ASBR03E	How often do you read <country-specific> outside of school?	ASBGRTO9	
SQR-03F	ASBR03F	How often do you read <country-specific> outside of school?		
SQR-04	ASBR04	How often do you borrow books from your <school or local library>?	ASBGBOFF	
SQR-05A	ASBR05A	How much do you agree that you like what you read about in school in your reading lessons?		
SQR-05B	ASBR05B	How much do you agree that your teacher gives interesting things to read in your reading lessons?		
SQR-05C	ASBR05C	How much do you agree that you know what your teacher expects you to do in your reading lessons?		
SQR-05D	ASBR05D	How much do you agree that you think of things not related to the lesson in your reading lessons?		
SQR-05E	ASBR05E	How much do you agree that your teacher is easy to understand in your reading lessons?		
SQR-05F	ASBR05F	How much do you agree that you are interested in what your teacher says in your reading lessons?		
SQR-05G	ASBR05G	How much do you agree that your teacher gives you interesting things to do in your reading lessons?		
SQR-06A	ASBR06A	In school, how often do you read silently on your own?	ASBGTHC4	
SQR-06B	ASBR06B	In school, how often do you read books that you choose yourself?	ASBGTHC5	
SQR-07A	ASBR07A	How much do you agree that you read only if you have to?	ASBGRST1	
SQR-07B	ASBR07B	How much do you agree that you like talking about what you read with other people?	ASBGRST2	Modified wording in 2011
SQR-07C	ASBR07C	How much do you agree that you would be happy if someone gave you a book as a present?	ASBGRST3	
SQR-07D	ASBR07D	How much do you agree that you think reading is boring?	ASBGRST4	
SQR-07E	ASBR07E	How much do you agree that you would like to have more time for reading?		
SQR-07F	ASBR07F	How much do you agree that you enjoy reading?	ASBGRST6	
SQR-08A	ASBR08A	How much do you agree that you usually do well in reading?		
SQR-08B	ASBR08B	How much do you agree that reading is easy for you?	ASBGRD1	Modified wording in 2011

Exhibit S1.1: Index of International Background Variables for the PIRLS 2011 Student Questionnaire (Continued)

PIRLS 2011 Question Number	PIRLS 2011 Variable Name	PIRLS 2011 Variable Description (See Questionnaire For Full Item Text)	PIRLS 2006 Variable Name	Notes
SQR-08C	ASBR08C	How much do you agree that reading is harder for you than for many of your classmates?		
SQR-08D	ASBR08D	How much do you agree that if a book is interesting, you don't care how hard it is to read?		
SQR-08E	ASBR08E	How much do you agree that you have trouble reading stories with difficult words?		
SQR-08F	ASBR08F	How much do you agree that your teacher tells you that you are a good reader?		
SQR-08G	ASBR08G	How much do you agree that reading is harder for you than any other subject?		
SQR-09A	ASBR09A	How much do you agree that you like to read things that make you think?		
SQR-09B	ASBR09B	How much do you agree that it is important to be a good reader?		
SQR-09C	ASBR09C	How much do you agree that your parents like it when you read?		
SQR-09D	ASBR09D	How much do you agree that you learn a lot from reading?		
SQR-09E	ASBR09E	How much do you agree that you need to read well for your future?	ASBGRST5	
SQR-09F	ASBR09F	How much do you agree that you like it when a book helps you imagine other worlds?		

Identification Label

PIRLS 2011

**Student
Questionnaire**

<Grade 4>

<PIRLS>
<National Research Center Name>
<Address>



TIMSS & PIRLS
International Study Center
Lynch School of Education, Boston College

© IEA, 2011



TIMSS & PIRLS
International Study Center
Lynch School of Education, Boston College

INTERNATIONAL VERSION OF THE PIRLS 2011 BACKGROUND
QUESTIONNAIRES AND CURRICULUM QUESTIONNAIRE
SUPPLEMENT 1

Directions

In this booklet, you will find questions about you and what you think. For each question, you should choose the answer you think is best.

Let us take a few minutes to practice the kinds of questions you will answer in this booklet.

Example 1 is one kind of question you will find in this booklet.

Example 1

Do you go to school?

Fill **one** circle only.

Yes --

No --

Example 2 is another kind of question you will find in this booklet.

Example 2

How often do you do these things?

Fill **one** circle for each line.

	Every day or almost every day	Once or twice a week	Once or twice a month	Never or almost never
a) I talk with my friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) I play sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) I ride a skateboard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Example 3 is another kind of question you will find in this booklet.

Example 3

What do you think? Tell how much you agree with these statements.

Fill **one** circle for each line.

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
a) Watching movies is fun	○	○	○	○
b) I like eating ice cream	○	○	○	○
c) I do not like waking up early	○	○	○	○
d) I enjoy doing chores	○	○	○	○

- Read each question carefully, and pick the answer you think is best.
- Fill in the circle next to or under your answer.
- If you decide to change your answer, draw an **X** through your first answer, like this: ~~○~~. Then, fill in the circle next to or under your new answer.
- Ask for help if you do not understand something or are not sure how to answer.

About you

G1

ASBG01

Are you a girl or a boy?

Fill one circle only.

Girl --

Boy --

G2

ASBG02A

When were you born?

ASBG02B

Fill the circles next to the month and year you were born.

a) Month

b) Year

January --

1998 --

February --

1999 --

March --

2000 --

April --

2001 --

May --

2002 --

June --

2003 --

July --

2004 --

August --

Other --

September --

October --

November --

December --

G3

ASBG03

How often do you speak <language of test> at home?*Fill one circle only.*

I always or almost always
speak <language of test> at home --

I sometimes speak <language
of test> and sometimes speak
another language at home --

I never speak <language
of test> at home --

<Grade 4> Student Questionnaire

4



G4

ASBG04

About how many books are there in your home? (Do not count magazines, newspapers, or your school books.)

Fill one circle only.

None or very few (0–10 books) -- This shows 10 books



Enough to fill one shelf (11–25 books) -- This shows 25 books



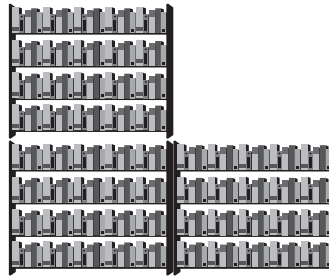
Enough to fill one bookcase (26–100 books) -- This shows 100 books



Enough to fill two bookcases (101–200 books) -- This shows 200 books



Enough to fill three or more bookcases (more than 200) -- This shows more than 200 books



G5

Do you have any of these things at your home?

Fill **one** circle for each line.

- | | | Yes | No |
|---------|---|-----------------------|-----------------------|
| | | ↓ | ↓ |
| ASBG05A | a) Computer..... | <input type="radio"/> | <input type="radio"/> |
| ASBG05B | b) Study desk/table for your use | <input type="radio"/> | <input type="radio"/> |
| ASBG05C | c) Books of your very own (do not count your school books)..... | <input type="radio"/> | <input type="radio"/> |
| ASBG05D | d) Your own room..... | <input type="radio"/> | <input type="radio"/> |
| ASBG05E | e) Internet connection..... | <input type="radio"/> | <input type="radio"/> |
| ASBG05F | f) <country-specific indicator of wealth> | <input type="radio"/> | <input type="radio"/> |
| ASBG05G | g) <country-specific indicator of wealth> | <input type="radio"/> | <input type="radio"/> |
| ASBG05H | h) <country-specific indicator of wealth>..... | <input type="radio"/> | <input type="radio"/> |
| ASBG05I | i) <country-specific indicator of wealth> | <input type="radio"/> | <input type="radio"/> |
| ASBG05J | j) <country-specific indicator of wealth> | <input type="radio"/> | <input type="radio"/> |
| ASBG05K | k) <country-specific indicator of wealth> | <input type="radio"/> | <input type="radio"/> |

G6

How often do you use a computer in each of these places?

Fill **one** circle for each line.

		Every day or almost every day	Once or twice a week	Once or twice a month	Never or almost never
ASBG06A	a) At home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG06B	b) At school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG06C	c) Some other place	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

G7

How often do the following things happen at home?

Fill **one** circle for each line.

		Every day or almost every day	Once or twice a week	Once or twice a month	Never or almost never
ASBG07A	a) My parents ask me what I am learning in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG07B	b) I talk about my schoolwork with my parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG07C	c) My parents make sure that I set aside time for my homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG07D	d) My parents check if I do my homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Your School

G8

What do you think about your school? Tell how much you agree with these statements.

Fill **one** circle for each line.

		Agree a lot	Agree a little	Disagree a little	Disagree a lot
ASBG08A	a) I like being in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG08B	b) I feel safe when I am at school.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG08C	c) I feel like I belong at this school.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

G9

During this year, how often have any of the following things happened to you at school?

Fill **one** circle for each line.

		At least once a week	Once or twice a month	A few times a year	Never
ASBG09A	a) I was made fun of or called names--	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG09B	b) I was left out of games or activities by other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG09C	c) Someone spread lies about me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG09D	d) Something was stolen from me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG09E	e) I was hit or hurt by other student(s) (e.g., shoving, hitting, kicking).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG09F	f) I was made to do things I didn't want to do by other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Reading outside of school

R1

ASBR01

How much time do you spend reading outside of school on a normal school day?

Fill **one** circle only.

- Less than 30 minutes --
- 30 minutes up to 1 hour --
- From 1 hour up to 2 hours --
- 2 hours or more --

R2

How often do you do these things outside of school?

Fill **one** circle for each line.

- | | Every day
or almost
every day | Once or
twice a
week | Once or
twice a
month | Never or
almost
never |
|---|-------------------------------------|----------------------------|-----------------------------|-----------------------------|
| ASBR02A a) I read for fun | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ASBR02B b) I read things that I
choose myself | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ASBR02C c) I read to find out about things I
want to learn | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

R3

How often do you read these things outside of school
(in print or online)?

Fill **one** circle for each line.

		Every day or almost every day	Once or twice a week	Once or twice a month	Never or almost never
ASBR03A	a) I read stories or novels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBR03B	b) I read books that explain things (e.g., you might read about your favorite athlete, about animals you like, or a place you visited)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBR03C	c) I read magazines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBR03D	d) I read comic books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBR03E	e) <country-specific>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBR03F	f) <country-specific>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Using the library

R4

ASBR04

How often do you borrow books from your <school or local library>?

*Fill **one** circle only.*

- At least once a week --
- Once or twice a month --
- A few times a year --
- Never or almost never --

Lessons about reading

R5

Think about the reading you do for school. How much do you agree with these statements about your reading lessons?

Fill **one** circle for each line.

		Agree a lot	Agree a little	Disagree a little	Disagree a lot
ASBR05A	a) I like what I read about in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBR05B	b) My teacher gives me interesting things to read	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBR05C	c) I know what my teacher expects me to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBR05D	d) I think of things not related to the lesson	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBR05E	e) My teacher is easy to understand ..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBR05F	f) I am interested in what my teacher says	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBR05G	g) My teacher gives me interesting things to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

R6

In school, how often do these things happen?

Fill **one** circle for each line.

- | | | Every day
or almost
every day | Once or
twice a
week | Once or
twice a
month | Never or
almost
never |
|---------|---|-------------------------------------|----------------------------|-----------------------------|-----------------------------|
| ASBR06A | a) I read silently on my own ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ASBR06B | b) I read books that I choose myself -- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

What you think about reading

R7

What do you think about reading? Tell how much you agree with each of these statements.

Fill **one** circle for each line.

		Agree a lot	Agree a little	Disagree a little	Disagree a lot
ASBR07A	a) I read only if I have to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBR07B	b) I like talking about what I read with other people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBR07C	c) I would be happy if someone gave me a book as a present	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBR07D	d) I think reading is boring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBR07E	e) I would like to have more time for reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBR07F	f) I enjoy reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

R8

How well do you read? Tell how much you agree with each of these statements.

Fill one circle for each line.

		Agree a lot	Agree a little	Disagree a little	Disagree a lot
ASBR08A	a) I usually do well in reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBR08B	b) Reading is easy for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBR08C	c) Reading is harder for me than for many of my classmates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBR08D	d) If a book is interesting, I don't care how hard it is to read	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBR08E	e) I have trouble reading stories with difficult words	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBR08F	f) My teacher tells me I am a good reader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBR08G	g) Reading is harder for me than any other subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Reasons for reading

R9

Do you read for any of the following reasons? Tell how much you agree with each of these statements.

Fill **one** circle for each line.

		Agree a lot	Agree a little	Disagree a little	Disagree a lot
ASBR09A	a) I like to read things that make me think	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBR09B	b) It is important to be a good reader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBR09C	c) My parents like it when I read	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBR09D	d) I learn a lot from reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBR09E	e) I need to read well for my future ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBR09F	f) I like it when a book helps me imagine other worlds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





BOSTON
COLLEGE

timssandpirls.bc.edu

PIRLS 2011

Student Questionnaire

<Grade 4>



© IEA, 2011
International Association
for the Evaluation of
Educational Achievement



TIMSS & PIRLS
International Study Center
Lynch School of Education, Boston College

INTERNATIONAL VERSION OF THE PIRLS 2011 BACKGROUND
QUESTIONNAIRES AND CURRICULUM QUESTIONNAIRE

SUPPLEMENT 1

27

www.manaraa.com

Section 2

Home Questionnaire (Learning to Read Survey)



Exhibit S1.2: Index of International Background Variables for the PIRLS 2011 Home Questionnaire

PIRLS 2011 Question Number	PIRLS 2011 Variable Name	PIRLS 2011 Variable Description (See Questionnaire For Full Item Text)	PIRLS 2006 Variable Name	Notes
HQ-01A	ASBH01A	This survey was completed by mother, stepmother, or female guardian.	ASBHCPL1	
HQ-01B	ASBH01B	This survey was completed by father, stepfather, or male guardian.	ASBHCPL2	
HQ-01C	ASBH01C	This survey was completed by other.	ASBHCPL3	
HQ-02A	ASBH02A	Before your child began primary/elementary school, how often did you or someone else in your home read books with him or her?	ASBHHA01	
HQ-02B	ASBH02B	Before your child began primary/elementary school, how often did you or someone else in your home tell stories to him or her?	ASBHHA02	
HQ-02C	ASBH02C	Before your child began primary/elementary school, how often did you or someone else in your home sing songs with him or her?	ASBHHA03	
HQ-02D	ASBH02D	Before your child began primary/elementary school, how often did you or someone else in your home play with alphabet toys with him or her?	ASBHHA04	
HQ-02E	ASBH02E	Before your child began primary/elementary school, how often did you or someone else in your home talk about things you had done with him or her?	ASBHHA05	
HQ-02F	ASBH02F	Before your child began primary/elementary school, how often did you or someone else in your home talk about what you had read with him or her?	ASBHHA06	
HQ-02G	ASBH02G	Before your child began primary/elementary school, how often did you or someone else in your home play word games with him or her?	ASBHHA07	
HQ-02H	ASBH02H	Before your child began primary/elementary school, how often did you or someone else in your home write letters or words with him or her?	ASBHHA08	
HQ-02I	ASBH02I	Before your child began primary/elementary school, how often did you or someone else in your home read aloud signs and labels with him or her?	ASBHHA09	
HQ-02J	ASBH02J	Before your child began primary/elementary school, how often did you or someone else in your home say counting rhymes or sing counting songs with him or her?		
HQ-02K	ASBH02K	Before your child began primary/elementary school, how often did you or someone else in your home play with number toys with him or her?		
HQ-02L	ASBH02L	Before your child began primary/elementary school, how often did you or someone else in your home count different things with him or her?		
HQ-02M	ASBH02M	Before your child began primary/elementary school, how often did you or someone else in your home play games involving shapes with him or her?		
HQ-02N	ASBH02N	Before your child began primary/elementary school, how often did you or someone else in your home play with building blocks or construction toys with him or her?		
HQ-02O	ASBH02O	Before your child began primary/elementary school, how often did you or someone else in your home play board games or card games with him or her?		
HQ-03A	ASBH03A	Did your child speak the <language of test> before he/she began school?	ASBHLBS1	
HQ-03B	ASBH03B	Did your child speak the <country-specific> before he/she began school?	ASBHLBS2	

Exhibit S1.2: Index of International Background Variables for the PIRLS 2011 Home Questionnaire (Continued)

PIRLS 2011 Question Number	PIRLS 2011 Variable Name	PIRLS 2011 Variable Description (See Questionnaire For Full Item Text)	PIRLS 2006 Variable Name	Notes
HQ-03C	ASBH03C	Did your child speak the <country-specific> before he/she began school?	ASBHLBS3	
HQ-03D	ASBH03D	Did your child speak the <country-specific> before he/she began school?	ASBHLBS4	
HQ-03E	ASBH03E	Did your child speak the <country-specific> before he/she began school?	ASBHLBS5	
HQ-03F	ASBH03F	Did your child speak another language before he/she began school?	ASBHLBS6	
HQ-04A	ASBH04A	Did your child attend <ISCED Level 0>?	ASBH0ATT	
HQ-04B	ASBH04B	How long was he/she in <ISCED Level 0>?	ASBH0HLO	
HQ-05	ASBH05	How old was your child when he/she began primary/elementary school?	ASBHAGE	
HQ-06A	ASBH06A	How well could your child recognize most of the letters of the alphabet when he/she began primary/elementary school?	ASBHAIB1	
HQ-06B	ASBH06B	How well could your child read some words when he/she began primary/elementary school?	ASBHAIB2	
HQ-06C	ASBH06C	How well could your child read sentences when he/she began primary/elementary school?	ASBHAIB3	
HQ-06D	ASBH06D	How well could your child write letters of the alphabet when he/she began primary/elementary school?	ASBHAIB4	
HQ-06E	ASBH06E	How well could your child write some words when he/she began primary/elementary school?	ASBHAIB5	
HQ-07A	ASBH07A	Could your child count by himself/herself when he/she began primary/elementary school?		
HQ-07B	ASBH07B	Could your child recognize different shapes when he/she began primary/elementary school?		
HQ-07C	ASBH07C	Could your child recognize the written numbers from 1–10 when he/she began primary/elementary school?		
HQ-07D	ASBH07D	Could your child write the numbers from 1–10 when he/she began primary/elementary school?		
HQ-07E	ASBH07E	Could your child do simple addition when he/she began primary/elementary school?		
HQ-07F	ASBH07F	Could your child do simple subtraction when he/she began primary/elementary school?		
HQ-08	ASBH08	On average, how much time does your child spend on homework in a day?	ASBHTSOH	
HQ-09A	ASBH09A	How often do you or someone in your home discuss your child's schoolwork with him/her?		

Exhibit S1.2: Index of International Background Variables for the PIRLS 2011 Home Questionnaire (Continued)

PIRLS 2011 Question Number	PIRLS 2011 Variable Name	PIRLS 2011 Variable Description (See Questionnaire For Full Item Text)	PIRLS 2006 Variable Name	Notes
HQ-09B	ASBH09B	How often do you or someone in your home help your child with his/her homework?		
HQ-09C	ASBH09C	How often do you or someone in your home make sure your child sets aside time to do his/her homework?		
HQ-09D	ASBH09D	How often do you or someone in your home ask your child what he/she learned in school?		
HQ-09E	ASBH09E	How often do you or someone in your home check if your child has done his/her homework?		
HQ-09F	ASBH09F	How often do you or someone in your home help your child practice his/her reading?		
HQ-09G	ASBH09G	How often do you or someone in your home help your child practice his/her math skills?		
HQ-09H	ASBH09H	How often do you or someone in your home talk with your child about what he/she is reading?	ASBHDOT3	Modified wording in 2011
HQ-10A	ASBH10A	Do you think your child's school includes you in your child's education?	ASBHTAC1	
HQ-10B	ASBH10B	Do you think your child's school should make a greater effort to include you in your child's education?	ASBHTAC2	
HQ-10C	ASBH10C	Do you think your child's school provides a safe environment?		
HQ-10D	ASBH10D	Do you think your child's school cares about your child's progress in school?	ASBHTAC3	
HQ-10E	ASBH10E	Do you think your child's school should do better at keeping you informed of his/her progress?		
HQ-10F	ASBH10F	Do you think your child's school does a good job in helping him/her become better in reading?	ASBHTAC4	
HQ-10G	ASBH10G	Do you think your child's school does a good job in helping him/her become better in mathematics?		
HQ-10H	ASBH10H	Do you think your child's school does a good job in helping him/her become better in science?		
HQ-11	ASBH11	In a typical week, how much time do you usually spend reading for yourself at home, including books, magazines, newspapers, and materials for work (in print or electronically)?	ASBHREAD	
HQ-12	ASBH12	When you are at home, how often do you read for your own enjoyment?	ASBHRRE	
HQ-13A	ASBH13A	How much do you agree that you read only if you have to?	ASBHSTM1	
HQ-13B	ASBH13B	How much do you agree that you like talking about what you have read with other people?	ASBHSTM2	Modified wording in 2011
HQ-13C	ASBH13C	How much do you agree that you like to spend your spare time reading?	ASBHSTM3	

Exhibit S1.2: Index of International Background Variables for the PIRLS 2011 Home Questionnaire (Continued)

PIRLS 2011 Question Number	PIRLS 2011 Variable Name	PIRLS 2011 Variable Description (See Questionnaire For Full Item Text)	PIRLS 2006 Variable Name	Notes
HQ-13D	ASBH13D	How much do you agree that you read only if you need information?	ASBHSTM4	
HQ-13E	ASBH13E	How much do you agree that reading is an important activity in your home?	ASBHSTM5	
HQ-13F	ASBH13F	How much do you agree that you would like to have more time for reading?		
HQ-13G	ASBH13G	How much do you agree that you enjoy reading?		
HQ-14	ASBH14	About how many books are there in your home?	ASBHBOOK	
HQ-15A	ASBH15A	About how many children's books are there in your home?	ASBHCHBK	
HQ-15B	ASBH15B	Are these books mainly in <language of test>?	ASBHCHBL	
HQ-16A	ASBH16A	When talking at home with your child, what language does the child's father (or stepfather or male guardian) use most often?	ASBHLAHF	
HQ-16B	ASBH16B	When talking at home with your child, what language does the child's mother (or stepmother or female guardian) use most often?	ASBHLAHM	
HQ-17A	ASBH17A	What is the highest level of education completed by the child's father (or stepfather or male guardian)?	ASBHLEDF	Modified response options in 2011
HQ-17	ASBH17B	What is the highest level of education completed by the child's mother (or stepmother or female guardian)?	ASBHLEDM	Modified response options in 2011
HQ-18	ASBH18	How far in his/her education do you expect your child to go?		
HQ-19A	ASBH19A	Which best describes the employment situation of the child's father (or stepfather or male guardian)?	ASBHEMPF	
HQ-19B	ASBH19B	Which best describes the employment situation of the child's mother (or stepmother or female guardian)?	ASBHEMPM	
HQ-20A	ASBH20A	What kind of work does the child's father (or stepfather or male guardian) do for his main job?	ASBHMJF	
HQ-20B	ASBH20B	What kind of work does the child's mother (or stepmother or female guardian) do for her main job?	ASBHMJM	

Identification Label

PIRLS 2011

**Learning
to Read
Survey**

<Grade 4>

<PIRLS National
Research Center Name>
<Address>



© IEA, 2011

TIMSS & PIRLS
International Study Center
Lynch School of Education, Boston College

Learning to Read Survey

Your child's class has been selected to participate in the Progress in International Reading Literacy Study (PIRLS), a research study about how children learn to read. PIRLS is sponsored by the International Association for the Evaluation of Educational Achievement (IEA) and is being conducted in more than 50 countries around the world.

This survey asks about your child's early learning experiences. We are interested in what you and your child do together and what you think about different things related to your child's school. There are no right or wrong answers to these questions.

The information being collected will be extremely useful for helping understand how young children learn to read and for helping to improve the teaching and learning of reading for all children. We ask that you respond to all of the questions you feel comfortable answering. We would like to reassure you, however, that your responses to this survey are confidential.

This survey should be completed by the child's parent or current <primary caregiver>, or jointly by both parents or <primary caregivers>.

PIRLS2011

1

This survey was completed by:

Check **one** circle for each line.

	Yes	No
Mother, stepmother, or female guardian -----	<input type="radio"/>	<input type="radio"/>
Father, stepfather, or male guardian -----	<input type="radio"/>	<input type="radio"/>
Other -----	<input type="radio"/>	<input type="radio"/>

ASBH01A

ASBH01B

ASBH01C

Please turn the page

Before Your Child Began Primary/Elementary School

2

Before your child began primary/elementary school, how often did you or someone else in your home do the following activities with him or her?

Check **one** circle for each line.

- | | | | | |
|---------|--|-------|-----------|-----------------------|
| | | Often | Sometimes | Never or almost never |
| | | ○ | ○ | ○ |
| ASBH02A | a) Read books ----- | ○ | ○ | ○ |
| ASBH02B | b) Tell stories ----- | ○ | ○ | ○ |
| ASBH02C | c) Sing songs ----- | ○ | ○ | ○ |
| ASBH02D | d) Play with alphabet toys (e.g., blocks with letters of the alphabet) ----- | ○ | ○ | ○ |
| ASBH02E | e) Talk about things you had done ----- | ○ | ○ | ○ |
| ASBH02F | f) Talk about what you had read ----- | ○ | ○ | ○ |
| ASBH02G | g) Play word games ----- | ○ | ○ | ○ |
| ASBH02H | h) Write letters or words ----- | ○ | ○ | ○ |
| ASBH02I | i) Read aloud signs and labels ----- | ○ | ○ | ○ |
| ASBH02J | j) Say counting rhymes or sing counting songs ----- | ○ | ○ | ○ |
| ASBH02K | k) Play with number toys (e.g., blocks with numbers) ----- | ○ | ○ | ○ |
| ASBH02L | l) Count different things ----- | ○ | ○ | ○ |
| ASBH02M | m) Play games involving shapes (e.g., shape sorting toys, puzzles) ----- | ○ | ○ | ○ |
| ASBH02N | n) Play with building blocks or construction toys ----- | ○ | ○ | ○ |
| ASBH02O | o) Play board games or card games ----- | ○ | ○ | ○ |

3

What language did your child speak before he/she began school?

If your child spoke more than one language at the same time, you can check "Yes" for more than one language.

Check **one** circle for each line.

- | | | | | |
|----|--------------------------|-----|----|---------|
| | | Yes | No | |
| | | ○ | ○ | |
| a) | <language of test> ----- | ○ | ○ | ASBH03A |
| b) | <country-specific> ----- | ○ | ○ | ASBH03B |
| c) | <country-specific> ----- | ○ | ○ | ASBH03C |
| d) | <country-specific> ----- | ○ | ○ | ASBH03D |
| e) | <country-specific> ----- | ○ | ○ | ASBH03E |
| f) | Other ----- | ○ | ○ | ASBH03F |

4

A. Did your child attend <ISCED Level 0>?

Check **one** circle only.

- Yes --- ○
- No --- ○ →
- (If No, go to #5)

ASBH04A

If Yes,

B. How long was he/she in <ISCED Level 0>?

ASBH04B

Check **one** circle only.

- 3 years or more --- ○
- between 2 and 3 years --- ○
- 2 years --- ○
- between 1 and 2 years --- ○
- 1 year or less --- ○

**Beginning Primary/
Elementary School**

5 ASBH05 **How old was your child when he/she began primary/elementary school?**

Check **one** circle only.

- 5 years old or younger ---
- 6 years old ---
- 7 years old ---
- 8 years old or older ---

6 **How well could your child do the following when he/she began primary/elementary school?**

Check **one** circle for each line.



- ASBH06A a) Recognize most of the letters of the alphabet ----- - - -
- ASBH06B b) Read some words ----- - - -
- ASBH06C c) Read sentences ----- - - -
- ASBH06D d) Write letters of the alphabet ----- - - -
- ASBH06E e) Write some words ----- - - -

7 **Could your child do the following when he/she began primary/elementary school?**

Check **one** circle for each line.

- a) Count by himself/herself ----- - - -
 - Up to 100 or higher
 - Up to 20
 - Up to 10
 - Not at all

ASBH07A

- b) Recognize different shapes (e.g., square, triangle, circle) ----- - - -
 - More than 4 shapes
 - 3-4 shapes
 - 1-2 shapes
 - None

ASBH07B

- c) Recognize the written numbers from 1-10 ----- - - -
 - All 10 numbers
 - 5-9 numbers
 - 1-4 numbers
 - None
- d) Write the numbers from 1-10 ----- - - -

ASBH07C

ASBH07D

- e) Do simple addition ----- -
 - Yes
 - No
- f) Do simple subtraction ----- -

ASBH07E

ASBH07F

Your Child's Schoolwork

8 **ASBH08** **On average, how much time does your child spend on homework in a day?**

Check **one** circle only.

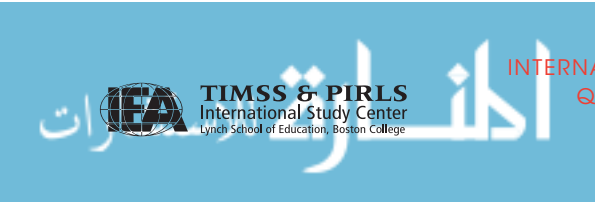
- My child does not have homework ---
- 15 minutes or less ---
- 16–30 minutes ---
- 31–60 minutes ---
- More than 60 minutes ---

9

9 **How often do you or someone else in your home do the following things with your child?**

Check **one** circle for each line.

- Every day or almost every day
 Once or twice a week
 Once or twice a month
 Never or almost never
- a) Discuss my child's schoolwork with him/her ----- - - - ASBH09A
 - b) Help my child with his/her schoolwork ----- - - - ASBH09B
 - c) Make sure my child sets aside time to do his/her homework ----- - - - ASBH09C
 - d) Ask my child what he/she learned in school ----- - - - ASBH09D
 - e) Check if my child has done his/her homework ----- - - - ASBH09E
 - f) Help my child practice his/her reading ----- - - - ASBH09F
 - g) Help my child practice his/her math skills ----- - - - ASBH09G
 - h) Talk with my child about what he/she is reading ----- - - - ASBH09H



Your Child's School

10

What do you think of your child's school?

Check **one** circle for each line.

Agree a lot
 Agree a little
 Disagree a little
 Disagree a lot

- ASBH10A a) My child's school includes me in my child's education --- ○ — ○ — ○ — ○
- ASBH10B b) My child's school should make a greater effort to include me in my child's education ----- ○ — ○ — ○ — ○
- ASBH10C d) My child's school provides a safe environment ----- ○ — ○ — ○ — ○
- ASBH10D d) My child's school cares about my child's progress in school ----- ○ — ○ — ○ — ○
- ASBH10E e) My child's school should do better at keeping me informed of his/her progress ----- ○ — ○ — ○ — ○
- ASBH10F f) My child's school does a good job in helping him/her become better in reading ----- ○ — ○ — ○ — ○
- ASBH10G g) My child's school does a good job in helping him/her become better in mathematics ----- ○ — ○ — ○ — ○
- ASBH10H h) My child's school does a good job in helping him/her become better in science ----- ○ — ○ — ○ — ○

Literacy in the Home

11

In a typical week, how much time do you usually spend reading **for yourself** at home, including books, magazines, newspapers, and materials for work (in print or electronically)?

ASBH11

Check **one** circle only.

- Less than one hour a week --- ○
- 1–5 hours a week --- ○
- 6–10 hours a week --- ○
- More than 10 hours a week --- ○

12

When you are at home, how often do you read for your own enjoyment?

ASBH12

Check **one** circle only.

- Every day or almost every day --- ○
- Once or twice a week --- ○
- Once or twice a month --- ○
- Never or almost never --- ○

13

Please indicate how much you agree with the following statements about reading.

Check **one** circle for each line.

- | | | Agree a lot | Agree a little | Disagree a little | Disagree a lot |
|---------|---|-----------------------|-----------------------|-----------------------|-----------------------|
| ASBH13A | a) I read only if I have to ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ASBH13B | b) I like talking about what I read with other people ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ASBH13C | c) I like to spend my spare time reading ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ASBH13D | d) I read only if I need information ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ASBH13E | e) Reading is an important activity in my home ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ASBH13F | f) I would like to have more time for reading ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ASBH13G | g) I enjoy reading ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

14

About how many books are there in your home? (Do not count magazines, newspapers or children's books.)

ASBH14

Check **one** circle only.

- 0–10 ---
- 11–25 ---
- 26–100 ---
- 101–200 ---
- More than 200 ---

15

A. About how many **children's** books are there in your home? (Do not count children's magazines or school books.)

ASBH15A

Check **one** circle only.

- 0–10 ---
- 11–25 ---
- 26–50 ---
- 51–100 ---
- More than 100 ---

B. Are these books mainly in <language of test>?

ASBH15B

Check **one** circle only.

- Yes ---
- No ---



ASBH16A
ASBH16B

16 When talking at home with your child, what language does the child's father (or stepfather or male guardian) use most often? What language does the child's mother (or stepmother or female guardian) use most often?

Check **one** circle in each column.

	Child's father	Child's mother
a) <language of test> -----	<input type="radio"/>	<input type="radio"/>
b) <country-specific> -----	<input type="radio"/>	<input type="radio"/>
c) <country-specific> -----	<input type="radio"/>	<input type="radio"/>
d) <country-specific> -----	<input type="radio"/>	<input type="radio"/>
e) <country-specific> -----	<input type="radio"/>	<input type="radio"/>
f) Other -----	<input type="radio"/>	<input type="radio"/>
g) Not applicable -----	<input type="radio"/>	<input type="radio"/>

ASBH17A
ASBH17B

17 What is the highest level of education **completed** by the child's father (or stepfather or male guardian) and mother (or stepmother or female guardian)?

Check **one** circle in each column.

	Child's father	Child's mother
a) Did not go to school -----	<input type="radio"/>	<input type="radio"/>
b) Some <ISCED Level 1 or 2> -----	<input type="radio"/>	<input type="radio"/>
c) <ISCED Level 2> -----	<input type="radio"/>	<input type="radio"/>
d) <ISCED Level 3> -----	<input type="radio"/>	<input type="radio"/>
e) <ISCED Level 4> -----	<input type="radio"/>	<input type="radio"/>
f) <ISCED Level 5B> -----	<input type="radio"/>	<input type="radio"/>
g) <ISCED Level 5A, first degree> -----	<input type="radio"/>	<input type="radio"/>
h) Beyond <ISCED Level 5A, first degree> -----	<input type="radio"/>	<input type="radio"/>
i) Not applicable -----	<input type="radio"/>	<input type="radio"/>



18 _____
 ASBH18 **How far in his/her education do you expect your child to go?**

Check one circle only.

- Finish <ISCED Level 2>---
- Finish <ISCED Level 3>---
- Finish <ISCED Level 4>---
- Finish <ISCED Level 5B>---
- Finish <ISCED Level 5A, first degree>---
- Beyond <ISCED Level 5A, first degree>---

19 _____
 ASBH19A **Which best describes the employment situation of the child's father (or stepfather or male guardian) and mother (or stepmother or female guardian)?**
 ASBH19B

Check one circle in each column.

- | | <u>Child's father</u> | <u>Child's mother</u> |
|--|-----------------------|-----------------------|
| a) Working at least full-time for pay (this could be one or more full-time jobs or several part-time jobs that add up to full-time work) ----- | ○ | ○ |
| b) Working part-time only for pay ----- | ○ | ○ |
| c) Not working for pay ----- | ○ | ○ |
| d) Other ----- | ○ | ○ |
| e) Not applicable ----- | ○ | ○ |

20

ASBH20A
ASBH20B

What kind of work do the child's father (or stepfather or male guardian) and mother (or stepmother or female guardian) do for their main jobs?

For each, check the circle for the job category that best describes what he/she does. Each category has a few examples to help you decide the correct category. If the father or mother is not working now, think about the last job he/she had.

Check **one** circle in each column.

	Child's father	Child's mother
a) Has never worked for pay -----	<input type="radio"/>	<input type="radio"/>
b) Small Business Owner ----- <small>Includes owners of small businesses (fewer than 25 employees) such as retail shops, services, restaurants</small>	<input type="radio"/>	<input type="radio"/>
c) Clerk ----- <small>Includes office clerks; secretaries; typists; data entry operators; customer service clerks</small>	<input type="radio"/>	<input type="radio"/>
d) Service or Sales Worker ----- <small>Includes travel attendants; restaurant service workers; personal care workers; protective service workers; junior military and police; salespersons; street vendors</small>	<input type="radio"/>	<input type="radio"/>
e) Skilled Agricultural or Fishery Worker ----- <small>Includes farmers; forestry workers; fishery workers; hunters and trappers</small>	<input type="radio"/>	<input type="radio"/>
f) Craft or Trade Worker ----- <small>Includes builders, carpenters, plumbers, electricians, metal workers; machine mechanics; handicraft workers</small>	<input type="radio"/>	<input type="radio"/>
g) Plant or Machine Operator ----- <small>Includes plant and machine operators; assembly-line operators; motor-vehicle drivers</small>	<input type="radio"/>	<input type="radio"/>
h) General Laborers ----- <small>Includes domestic helpers and cleaners; building caretakers; messengers, porters, and doorkeepers; farm, fishery, agricultural, and construction workers</small>	<input type="radio"/>	<input type="radio"/>
i) Corporate Manager or Senior Official ----- <small>Includes corporate managers such as managers of large companies (25 or more employees) or managers of departments within large companies; legislators or senior government officials; senior officials of special-interest organizations; military officers</small>	<input type="radio"/>	<input type="radio"/>
j) Professional ----- <small>Includes scientists; mathematicians; computer scientists; architects; engineers; life science and health professionals; teachers; legal professionals; social scientists; writers and artists; religious professionals</small>	<input type="radio"/>	<input type="radio"/>
k) Technician or Associate Professional ----- <small>Includes science, engineering, and computer associates and technicians; life science and health technicians and assistants; teacher aides; finance and sales associate professionals; business service agents; administrative assistants</small>	<input type="radio"/>	<input type="radio"/>
l) Not applicable -----	<input type="radio"/>	<input type="radio"/>

Thank You



BOSTON
COLLEGE

timssandpirls.bc.edu

PIRLS 2011

**Learning
to Read
Survey**

<Grade 4>

Thank you for taking the time
to fill out this survey.

20

Learning to Read Survey



© IEA, 2011
International Association
for the Evaluation of
Educational Achievement



TIMSS & PIRLS
International Study Center
Lynch School of Education, Boston College

المنارات

INTERNATIONAL VERSION OF THE PIRLS 2011 BACKGROUND
QUESTIONNAIRES AND CURRICULUM QUESTIONNAIRE

SUPPLEMENT 1

45
www.manaraa.com

Section 3

Teacher Questionnaire



Exhibit S1.3: Index of International Background Variables for the PIRLS 2011 Teacher Questionnaire

PIRLS 2011 Question Number	PIRLS 2011 Variable Name	PIRLS 2011 Variable Description (See Questionnaire For Full Item Text)	PIRLS 2006 Variable Name	Notes
TQG-01	ATBG01	By the end of this school year, how many years will you have been teaching altogether?	ATBGTAUG	
TQG-02	ATBG02	Are you female or male?	ATBGSEX	
TQG-03	ATBG03	How old are you?	ATBGAGE	
TQG-04	ATBG04	What is the highest level of formal education you have completed?	ATBGHLE	
TQG-05AA	ATBG05AA	During your <post-secondary> education, was education—primary/elementary your major or main area of study?		
TQG-05AB	ATBG05AB	During your <post-secondary> education, was education—secondary your major or main area of study?		
TQG-05AC	ATBG05AC	During your <post-secondary> education, was mathematics your major or main area of study?		
TQG-05AD	ATBG05AD	During your <post-secondary> education, was science your major or main area of study?		
TQG-05AE	ATBG05AE	During your <post-secondary> education, was <language of test> your major or main area of study?		
TQG-05AF	ATBG05AF	During your <post-secondary> education, was other your major or main area of study?		
TQG-05BA	ATBG50BA	If your major or main area of study was education, was mathematics your <specialization>?		
TQG-05BB	ATBG05BB	If your major or main area of study was education, was science your <specialization>?		
TQG-05BC	ATBG05BC	If your major or main area of study was education, was language/reading your <specialization>?		
TQG-05BD	ATBG05BD	If your major or main area of study was education, was other your <specialization>?		
TQG-06A	ATBG06A	How would you characterize teachers' job satisfaction within your school?		
TQG-06B	ATBG06B	How would you characterize teachers' understanding of the school's curricular goals within your school?		
TQG-06C	ATBG06C	How would you characterize teachers' degree of success in implementing the school's curriculum within your school?		
TQG-06D	ATBG06D	How would you characterize teachers' expectations for student achievement within your school?		
TQG-06E	ATBG06E	How would you characterize parental support for student achievement within your school?		
TQG-06F	ATBG06F	How would you characterize parental involvement in school activities within your school?		

Exhibit S1.3: Index of International Background Variables for the PIRLS 2011 Teacher Questionnaire (Continued)

PIRLS 2011 Question Number	PIRLS 2011 Variable Name	PIRLS 2011 Variable Description (See Questionnaire For Full Item Text)	PIRLS 2006 Variable Name	Notes
TQG-06G	ATBG06G	How would you characterize students' regard for school property within your school?		
TQG-06H	ATBG06H	How would you characterize students' desire to do well in school within your school?		
TQG-07A	ATBG07A	Thinking about your current school, indicate the extent to which you agree or disagree that this school is located in a safe neighborhood.		
TQG-07B	ATBG07B	Thinking about your current school, indicate the extent to which you agree or disagree that you feel safe at this school.		
TQG-07C	ATBG07C	Thinking about your current school, indicate the extent to which you agree or disagree that this school's security policies and practices are sufficient.		
TQG-07D	ATBG07D	Thinking about your current school, indicate the extent to which you agree or disagree that the students behave in an orderly manner.		
TQG-07E	ATBG07E	Thinking about your current school, indicate the extent to which you agree or disagree that the students are respectful of the teachers.		
TQG-08A	ATBG08A	In your current school, how severe is the problem that the school building needs significant repair?		
TQG-08B	ATBG08B	In your current school, how severe is the problem that classrooms are overcrowded?		
TQG-08C	ATBG08C	In your current school, how severe is the problem that teachers have too many teaching hours?		
TQG-08D	ATBG08D	In your current school, how severe is the problem that teachers do not have adequate workspace (e.g. for preparation, collaboration, or meeting with students)?		
TQG-08E	ATBG08E	In your current school, how severe is the problem that teachers do not have adequate instructional materials and supplies?		
TQG-09AA	ATBG09AA	Do you use computers in your teaching for preparation?		
TQG-09AB	ATBG09AB	Do you use computers in your teaching for administration?		
TQG-09AC	ATBG09AC	Do you use computers in your teaching for classroom instruction?		
TQG-09BA	ATBG09BA	How much do you agree that you feel comfortable using computers in your teaching?		
TQG-09BB	ATBG09BB	How much do you agree you that when you have technical problems, you have ready access to computer support staff in your school?		
TQG-09BC	ATBG09BC	How much do you agree you that you receive adequate support for integrating computers in your teaching activities?		
TQG-10A	ATBG10A	How often do you discuss how to teach a particular topic with other teachers?		
TQG-10B	ATBG10B	How often do you collaborate in planning and preparing instructional materials with other teachers?		

Exhibit S1.3: Index of International Background Variables for the PIRLS 2011 Teacher Questionnaire (Continued)

PIRLS 2011 Question Number	PIRLS 2011 Variable Name	PIRLS 2011 Variable Description (See Questionnaire For Full Item Text)	PIRLS 2006 Variable Name	Notes
TQG-10C	ATBG10C	How often do you share what you have learned about your teaching experiences with other teachers?		
TQG-10D	ATBG10D	How often do you visit another classroom to learn more about teaching?		
TQG-10E	ATBG10E	How often do you work together with other teachers to try out new ideas?		
TQG-11A	ATBG11A	How much do you agree that you are content with your profession as a teacher?	ATBGSAT1	
TQG-11B	ATBG11B	How much do you agree that you are satisfied with being a teacher at this school?	ATBGSAT2	
TQG-11C	ATBG11C	How much do you agree that you had more enthusiasm when you began teaching than you have now?	ATBGSAT4	
TQG-11D	ATBG11D	How much do you agree that you do important work as a teacher?	ATBGSAT5	
TQG-11E	ATBG11E	How much do you agree that you plan to continue as a teacher for as long as you can?		
TQG-11F	ATBG11F	How much do you agree that you are frustrated as a teacher?		
TQG-12A	ATBG12A	How many students are in this class?	ATBGCSTD	
TQG-12B	ATBG12B	How many of the students in #12A are in <fourth-grade>?	ATBG4STD	
TQG-13	ATBG13	How many <fourth-grade> students experience difficulties understanding spoken <language of test>?	ATBGDIFU	
TQG-14A	ATBG14A	Do you teach the class <language of test>/reading?		
TQG-14B	ATBG14B	Do you teach the class mathematics?		
TQG-14C	ATBG14C	Do you teach the class science?		
TQG-15A	ATBG15A	How often do you summarize what students should have learned from the lesson?		
TQG-15B	ATBG15B	How often do you relate the lesson to students' daily lives?		
TQG-15C	ATBG15C	How often do you use questioning to elicit reasons and explanations?		
TQG-15D	ATBG15D	How often do you encourage all students to improve their performance?		
TQG-15E	ATBG15E	How often do you praise students for good effort?		

Exhibit S1.3: Index of International Background Variables for the PIRLS 2011 Teacher Questionnaire (Continued)

PIRLS 2011 Question Number	PIRLS 2011 Variable Name	PIRLS 2011 Variable Description (See Questionnaire For Full Item Text)	PIRLS 2006 Variable Name	Notes
TQG-15F	ATBG15F	How often do you bring interesting materials to class?		
TQG-16A	ATBG16A	In your view, to what extent does students lacking prerequisite knowledge or skills limit how you teach this class?		
TQG-16B	ATBG16B	In your view, to what extent does students suffering from lack of basic nutrition limit how you teach this class?		
TQG-16C	ATBG16C	In your view, to what extent does students suffering from not enough sleep limit how you teach this class?		
TQG-16D	ATBG16D	In your view, to what extent does students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment) limit how you teach this class?		
TQG-16E	ATBG16E	In your view, to what extent do disruptive students limit how you teach this class?		
TQG-16F	ATBG16F	In your view, to what extent do uninterested students limit how you teach this class?		
TQG-17A	ATBG17A	For the typical student in this class, how often do you meet or talk individually with the student's parents to discuss his/her learning progress?	ATBGPC01	Modified wording in 2011
TQG-17B	ATBG17B	For the typical student in this class, how often do you send home a progress report on the student's learning?	ATBGPC02	Modified wording in 2011
TQR-01A	ATBR01AA	In a typical week, how much time (hours) do you spend on <language of test> language instruction and/or activities to the students in this class?	ATBGACTH	
TQR-01A	ATBR01AB	In a typical week, how much time (minutes) do you spend on <language of test> language instruction and/or activities to the students in this class?	ATBGACTM	
TQR-01BA	ATBR01BA	What proportion of the time spent on <language of test> language instruction and/or activities is spent on reading?		
TQR-01BB	ATBR01BB	What proportion of the time spent on <language of test> language instruction and/or activities is spent on grammar and spelling?		
TQR-01BC	ATBR01BC	What proportion of the time spent on <language of test> language instruction and/or activities is spent on writing composition?		
TQR-01BD	ATBR01BD	What proportion of the time spent on <language of test> language instruction and/or activities is spent on speaking and listening?		
TQR-01BE	ATBR01BE	What proportion of the time spent on <language of test> language instruction and/or activities is spent on other?		
TQR-02	ATBR02A	Regardless of whether or not you have formally scheduled time for reading instruction, in a typical week about how many hours do you spend on reading instruction and/or activities with the students?	ATBGRINH	
TQR-02	ATBR02B	Regardless of whether or not you have formally scheduled time for reading instruction, in a typical week about how many minutes do you spend on reading instruction and/or activities with the students?	ATBGRINM	
TQR-03A	ATBR03A	When you have reading instruction and/or do reading activities, how often do you teach reading as a whole-class activity?	ATBGRA01	
TQR-03B	ATBR03B	When you have reading instruction and/or do reading activities, how often do you create same-ability groups?	ATBGRA02	

Exhibit S1.3: Index of International Background Variables for the PIRLS 2011 Teacher Questionnaire (Continued)

PIRLS 2011 Question Number	PIRLS 2011 Variable Name	PIRLS 2011 Variable Description (See Questionnaire For Full Item Text)	PIRLS 2006 Variable Name	Notes
TQR-03C	ATBR03C	When you have reading instruction and/or do reading activities, how often do you create mixed-ability groups?	ATBGRA03	
TQR-03D	ATBR03D	When you have reading instruction and/or do reading activities, how often do you use individualized instruction for reading?	ATBGRA04	
TQR-03E	ATBR03E	When you have reading instruction and/or do reading activities, how often do you have students work independently on an assigned plan or goal?	ATBGRA05	
TQR-03F	ATBR03F	When you have reading instruction and/or do reading activities, how often do you usually have students work independently on a goal they choose themselves?	ATBGRA06	
TQR-04A	ATBR04A	How many students need <remedial> instruction in reading?	ATBGNDIN	
TQR-04B	ATBR04B	How many of the students in #4A receive <remedial> instruction in reading?	ATBGRCIN	
TQR-05	ATBR05	Is there any provision for advanced readers to receive additional or more challenging reading instruction in your school?	ATBGERCN	Modified wording in 2011
TQR-06A	ATBR06A	When you have reading instruction and/or do reading activities with the students, how do you use textbooks?		
TQR-06B	ATBR06B	When you have reading instruction and/or do reading activities with the students, how do you use reading series?		
TQR-06C	ATBR06C	When you have reading instruction and/or do reading activities with the students, how do you use workbooks or worksheets?		
TQR-06D	ATBR06D	When you have reading instruction and/or do reading activities with the students, how do you use a variety of children's books?		
TQR-06E	ATBR06E	When you have reading instruction and/or do reading activities with the students, how do you use materials from different curricular areas?		
TQR-06F	ATBR06F	When you have reading instruction and/or do reading activities with the students, how do you use children's newspapers and/or magazines?		
TQR-06G	ATBR06G	When you have reading instruction and/or do reading activities with the students, how do you use computer software for reading instruction?		
TQR-06H	ATBR06H	When you have reading instruction and/or do reading activities with the students, how do you use reference materials?		
TQR-07AA	ATBR07AA	When you have reading instruction and/or do reading activities with the students, how often do you have the students read short stories?	ATBGRTX1	
TQR-07AB	ATBR07AB	When you have reading instruction and/or do reading activities with the students, how often do you have the students read longer fiction books with chapters?	ATBGRTX2	
TQR-07AC	ATBR07AC	When you have reading instruction and/or do reading activities with the students, how often do you have the students read plays?	ATBGRTX4	
TQR-07AD	ATBR07AD	When you have reading instruction and/or do reading activities with the students, how often do you have the students read other literary materials?		
TQR-07BA	ATBR07BA	When you have reading instruction and/or do reading activities with the students, how often do you have the students read nonfiction subject area books or textbooks?		

Exhibit S1.3: Index of International Background Variables for the PIRLS 2011 Teacher Questionnaire (Continued)

PIRLS 2011 Question Number	PIRLS 2011 Variable Name	PIRLS 2011 Variable Description (See Questionnaire For Full Item Text)	PIRLS 2006 Variable Name	Notes
TQR-07BB	ATBR07BB	When you have reading instruction and/or do reading activities with the students, how often do you have the students read longer nonfiction books with chapters?		
TQR-07BC	ATBR07BC	When you have reading instruction and/or do reading activities with the students, how often do you have the students read nonfiction articles that describe and explain about things, people, events, or how things work?	ATBGRTX5	
TQR-08A	ATBR08A	When you have reading instruction and/or do reading activities with the students, how often do you read aloud to the class?	ATBGRA1	
TQR-08B	ATBR08B	When you have reading instruction and/or do reading activities with the students, how often do you ask students to read aloud?	ATBGRA2 ATBGRA3	Separate for reading aloud to whole class and small groups in 2006
TQR-08C	ATBR08C	When you have reading instruction and/or do reading activities with the students, how often do you ask students to read silently on their own?	ATBGRA4	
TQR-08D	ATBR08D	When you have reading instruction and/or do reading activities with the students, how often do you give students time to read books of their own choosing?	ATBGRA6	
TQR-08E	ATBR08E	When you have reading instruction and/or do reading activities with the students, how often do you teach students strategies for decoding sounds and words?	ATBGRA8	
TQR-08F	ATBR08F	When you have reading instruction and/or do reading activities with the students, how often do you teach students new vocabulary systematically?	ATBGRA9	
TQR-08G	ATBR08G	When you have reading instruction and/or do reading activities with the students, how often do you teach or model skimming or scanning strategies?		
TQR-09A	ATBR09A	How often do you ask students to locate information within the text to help develop reading comprehension skills or strategies?		
TQR-09B	ATBR09B	How often do you ask students to identify the main ideas of what they have read to help develop reading comprehension skills or strategies?	ATBGDEV1	
TQR-09C	ATBR09C	How often do you ask students to explain or support their understanding of what they have read to help develop reading comprehension skills or strategies?	ATBGDEV2	
TQR-09D	ATBR09D	How often do you ask students to compare what they have read with experiences they have had to help develop reading comprehension skills or strategies?	ATBGDEV3	
TQR-09E	ATBR09E	How often do you ask students to compare what they have read with other things they have read to help develop reading comprehension skills or strategies?	ATBGDEV4	
TQR-09F	ATBR09F	How often do you ask students to make predictions about what will happen next in the text they are reading to help develop reading comprehension skills or strategies?	ATBGDEV5	
TQR-09G	ATBR09G	How often do you ask students to make generalizations and draw inferences based on what they have read to help develop reading comprehension skills or strategies?	ATBGDEV6	
TQR-09H	ATBR09H	How often do you ask students to describe the style or structure of the text they have read to help develop reading comprehension skills or strategies?	ATBGDEV7	
TQR-09I	ATBR09I	How often do you ask students to determine the author's perspective or intention to help develop reading comprehension skills or strategies?		

Exhibit S1.3: Index of International Background Variables for the PIRLS 2011 Teacher Questionnaire (Continued)

PIRLS 2011 Question Number	PIRLS 2011 Variable Name	PIRLS 2011 Variable Description (See Questionnaire For Full Item Text)	PIRLS 2006 Variable Name	Notes
TQR-10A	ATBR10A	After students have read something, how often do you ask them to write something about or in response to what they have read?	ATBGAF2	
TQR-10B	ATBR10B	After students have read something, how often do you ask them to answer oral questions about or orally summarize what they have read?	ATBGAF3	
TQR-10C	ATBR10C	After students have read something, how often do you ask them to talk with each other about what they have read?	ATBGAF4	
TQR-10D	ATBR10D	After students have read something, how often do you ask them to take a written quiz or test about what they have read?	ATBGAF6	
TQR-11A	ATBR11A	Do the <fourth-grade> students in the <PIRLS/TIMSS> class have computer(s) available to use during their reading lessons?	ATBGPCAV	Modified wording in 2011
TQR-11B	ATBR11B	Do any of the computer(s) have access to the Internet?	ATBGWWW	
TQR-11CA	ATBR11CA	How often do you have students look up information on the computer during their reading lessons?	ATBGAPC1	Modified wording in 2011
TQR-11CB	ATBR11CB	How often do you have students read stories or other texts on the computer during their reading lessons?	ATBGAPC3	
TQR-11CC	ATBR11CC	How often do you have students use instructional software to develop reading skills and strategies on the computer during their reading lessons?	ATBGAPC4	
TQR-11CD	ATBR11CD	How often do you have students use the computer to write stories or other texts on the computer during their reading lessons?	ATBGAPC5	
TQR-12A	ATBR12A	Do you have a library or reading corner in your classroom?	ATBGLICR	
TQR-12B	ATBR12B	About how many books are in your classroom library?	ATBGLIBK	Modified response options in 2011
TQR-12C	ATBR12C	About how many magazines with different titles are in your classroom library?	ATBGLIMG	Modified response options in 2011
TQR-12D	ATBR12D	How often do you give the students in your class time to use the classroom library or reading corner?	ATBGLIUS	
TQR-12E	ATBR12E	Can the students borrow books from the classroom library or reading corner to take home?	ATBGLIBW	
TQR-13	ATBR13	How often do you take or send the students to a library other than your classroom library?	ATBGTSSL	
TQR-14	ATBR14	How often do you assign reading as part of homework?	ATBGHWR1	
TQR-15	ATBR15	In general, how much time do you expect students to spend on homework involving reading each time you assign it?	ATBGHWR2	
TQR-16A	ATBR16A	How often do you correct reading homework assignments and give feedback to students for this class?		
TQR-16B	ATBR16B	How often do you discuss the reading homework assignments in class?		

Exhibit S1.3: Index of International Background Variables for the PIRLS 2011 Teacher Questionnaire (Continued)

PIRLS 2011 Question Number	PIRLS 2011 Variable Name	PIRLS 2011 Variable Description (See Questionnaire For Full Item Text)	PIRLS 2006 Variable Name	Notes
TQR-16C	ATBR16C	How often do you monitor whether or not the reading homework assignments were completed for this class?		
TQR-17A	ATBR17A	Is a specialized professional available to work with students who have difficulty with reading?	ATBGDIF1 ATBGDIF2 ATBGDIF4	Separate for reading specialist in classroom, reading specialist in remedial reading classroom, and other professionals in 2006
TQR-17B	ATBR17B	Is a teacher-aide available to work with students who have difficulty with reading?	ATBGDIF3	Combined with other adult in 2006
TQR-17C	ATBR17C	Is an adult/parent volunteer available to work with students who have difficulty with reading?	ATBGDIF3	Combined with teacher-aide in 2006
TQR-18A	ATBR18A	Do you usually have a student work with a specialized professional if a student begins to fall behind in reading?		
TQR-18B	ATBR18B	Do you usually wait to see if performance improves with maturation if a student begins to fall behind in reading?	ATBGBHR1	
TQR-18C	ATBR18C	Do you usually spend more time working on reading individually with a student if a student begins to fall behind in reading?	ATBGBHR2	
TQR-18D	ATBR18D	Do you usually ask the parents to help the student with reading if a student begins to fall behind in reading?	ATBGBHR8	
TQR-19A	ATBR19A	How much emphasis do you place on evaluation of students' ongoing work to monitor students' progress in reading?		
TQR-19B	ATBR19B	How much emphasis do you place on classroom tests to monitor students' progress in reading?	ATBGMSR2	
TQR-19C	ATBR19C	How much emphasis do you place on national or regional achievement tests to monitor students' progress in reading?	ATBGMSR3	
TQR-20A	ATBR20A	As part of your formal education and/or training, to what extent did you study <language of test>?	ATBGEAR1	
TQR-20B	ATBR20B	As part of your formal education and/or training, to what extent did you study pedagogy/teaching reading?	ATBGEAR3	
TQR-20C	ATBR20C	As part of your formal education and/or training, to what extent did you study educational psychology?	ATBGEAR4	Modified wording in 2011
TQR-20D	ATBR20D	As part of your formal education and/or training, to what extent did you study remedial reading?	ATBGEAR5	
TQR-20E	ATBR20E	As part of your formal education and/or training, to what extent did you study reading theory?	ATBGEAR6	
TQR-20F	ATBR20F	As part of your formal education and/or training, to what extent did you study special education?	ATBGEAR8	
TQR-20G	ATBR20G	As part of your formal education and/or training, to what extent did you study second language learning?	ATBGEAR9	

Exhibit S1.3: Index of International Background Variables for the PIRLS 2011 Teacher Questionnaire (Continued)

PIRLS 2011 Question Number	PIRLS 2011 Variable Name	PIRLS 2011 Variable Description (See Questionnaire For Full Item Text)	PIRLS 2006 Variable Name	Notes
TQR-20H	ATBR20H	As part of your formal education and/or training, to what extent did you study assessment methods in reading?		
TQR-21	ATBR21	In the past two years, how many hours in total have you spent in <in-service/professional development> workshops or seminars that dealt directly with reading or teaching reading?	ATBGSEMI	
TQR-22	ATBR22	For your professional development, about how often do you read children's books?	ATBGRDP3	

Identification Label

PIRLS 2011

**Teacher
Questionnaire**

<Grade 4>

<PIRLS>
<National Research Center Name>
<Address>



TIMSS & PIRLS
International Study Center
Lynch School of Education, Boston College

© IEA, 2011

Teacher Questionnaire

Your school has agreed to participate in PIRLS 2011 (Progress in International Reading Literacy Study), an educational research project sponsored by the International Association for the Evaluation of Educational Achievement (IEA). PIRLS measures trends in student achievement in reading and studies differences in national education systems in more than 50 countries in order to help improve teaching and learning worldwide.

This questionnaire is addressed to teachers of <fourth-grade> students, and seeks information about teachers' academic and professional backgrounds, classroom resources, instructional practices, and attitudes toward teaching. Since your class has been selected as part of a nationwide sample, your responses are very important in helping to describe primary/elementary education in <country>.

Some of the questions in the questionnaire refer to the "PIRLS class" or "this class". This is the class that is identified on the front of this booklet, and which will be tested as part of PIRLS in your school. If you teach some but not all of the students in the PIRLS class, please think only of the students that you teach when answering these class-specific questions. It is important that you answer each question carefully so that the information that you provide reflects your situation as accurately as possible.

Since PIRLS is an international study and all countries are using the same questionnaire, you may find that some of the questions seem unusual or are not entirely relevant to you or schools in <country>. Nevertheless, it is important that you do your best to answer all of the questions so comparisons can be made across countries in the studies.

It is estimated that you will need approximately 45 minutes to complete this questionnaire. We appreciate the time and effort that this takes and thank you for your cooperation and contribution.

When you have completed the questionnaire, please place it in the accompanying envelope and return it to:

<Insert country-specific information here>.

Thank you.

PIRLS 2011

About You

G1 **ATBG01** **By the end of this school year, how many years will you have been teaching altogether?**

_____ years
Please **round** to the nearest whole number.

G2 **ATBG02** **Are you female or male?**

Check **one** circle only.

Female --

Male --

G3 **ATBG03** **How old are you?**

Check **one** circle only.

Under 25 --

25–29 --

30–39 --

40–49 --

50–59 --

60 or more --

G4 **ATBG04** **What is the highest level of formal education you have completed?**

Check **one** circle only.

Did not complete <ISCED Level 3> --

Finished <ISCED Level 3> --

Finished <ISCED Level 4> --

Finished <ISCED Level 5B> --

Finished <ISCED Level 5A, first degree> --

Finished <ISCED Level 5A, second degree> or higher --

G5 **A. During your <post-secondary> education, what was your major or main area(s) of study?**

Check **one** circle for each line.

Yes
No

a) Education—Primary/Elementary ----- —

b) Education—Secondary ----- —

c) Mathematics ----- —

d) Science ----- —

e) <language of test> ----- —

f) Other ----- —

ATBG05AA

ATBG05AB

ATBG05AC

ATBG05AD

ATBG05AE

ATBG05AF

B. If your major or main area of study was education, did you have a <specialization> in any of the following?

Check **one** circle for each line.

Yes
No

a) Mathematics ----- —

b) Science ----- —

c) Language/reading ----- —

d) Other subject ----- —

ATBG05BA

ATBG05BB

ATBG05BC

ATBG05BD

About Your School

G6

How would you characterize each of the following within your school?

Check **one** circle for each line.

		Very high High Medium Low Very low	
ATBG06A	a) Teachers' job satisfaction -----	○ — ○ — ○ — ○ — ○	
ATBG06B	b) Teachers' understanding of the school's curricular goals -----	○ — ○ — ○ — ○ — ○	
ATBG06C	c) Teachers' degree of success in implementing the school's curriculum -----	○ — ○ — ○ — ○ — ○	
ATBG06D	d) Teachers' expectations for student achievement -----	○ — ○ — ○ — ○ — ○	
ATBG06E	e) Parental support for student achievement -----	○ — ○ — ○ — ○ — ○	
ATBG06F	f) Parental involvement in school activities -----	○ — ○ — ○ — ○ — ○	
ATBG06G	g) Students' regard for school property -----	○ — ○ — ○ — ○ — ○	
ATBG06H	h) Students' desire to do well in school -----	○ — ○ — ○ — ○ — ○	

G7

Thinking about your current school, indicate the extent to which you agree or disagree with each of the following statements.

Check **one** circle for each line.

		Agree a lot Agree a little Disagree a little Disagree a lot	
	a) This school is located in a safe neighborhood -----	○ — ○ — ○ — ○	ATBG07A
	b) I feel safe at this school -----	○ — ○ — ○ — ○	ATBG07B
	c) This school's security policies and practices are sufficient -----	○ — ○ — ○ — ○	ATBG07C
	d) The students behave in an orderly manner -----	○ — ○ — ○ — ○	ATBG07D
	e) The students are respectful of the teachers -----	○ — ○ — ○ — ○	ATBG07E

G8

In your current school, how severe is each problem?

Check **one** circle for each line.

		Not a problem Minor problem Moderate problem Serious problem	
	a) The school building needs significant repair -----	○ — ○ — ○ — ○	ATBG08A
	b) Classrooms are overcrowded --	○ — ○ — ○ — ○	ATBG08B
	c) Teachers have too many teaching hours -----	○ — ○ — ○ — ○	ATBG08C
	d) Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students) ----	○ — ○ — ○ — ○	ATBG08D
	e) Teachers do not have adequate instructional materials and supplies -----	○ — ○ — ○ — ○	ATBG08E

About Being a Teacher

G9

A. Do you use computers in your teaching in any of the following ways?

Check **one** circle for each line.

- ATBG09AA a) For preparation ----- Yes No
- ATBG09AB b) For administration ----- Yes No
- ATBG09AC c) In your classroom instruction ----- Yes No

If Yes to "classroom instruction"

B. How much do you agree with the following statements about using computers in your classroom instruction?

Check **one** circle for each line.

- ATBG09BA a) I feel comfortable using computers in my teaching ----- Agree a lot Agree a little Disagree a little Disagree a lot
- ATBG09BB b) When I have technical problems, I have ready access to computer support staff in my school ----- Agree a lot Agree a little Disagree a little Disagree a lot
- ATBG09BC c) I receive adequate support for integrating computers in my teaching activities ----- Agree a lot Agree a little Disagree a little Disagree a lot

G10

How often do you have the following types of interactions with other teachers?

Check **one** circle for each line.

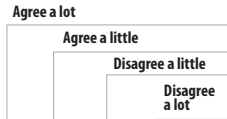
- ATBG10A a) Discuss how to teach a particular topic ----- Never or almost never 2 or 3 times per month 1-3 times per week Daily or almost daily
- ATBG10B b) Collaborate in planning and preparing instructional materials ----- Never or almost never 2 or 3 times per month 1-3 times per week Daily or almost daily
- ATBG10C c) Share what I have learned about my teaching experiences ----- Never or almost never 2 or 3 times per month 1-3 times per week Daily or almost daily
- ATBG10D d) Visit another classroom to learn more about teaching ----- Never or almost never 2 or 3 times per month 1-3 times per week Daily or almost daily
- ATBG10E e) Work together to try out new ideas ----- Never or almost never 2 or 3 times per month 1-3 times per week Daily or almost daily

**About Teaching the
<PIRLS/TIMSS> Class**

G11

How much do you agree with the following statements?

Check **one** circle for each line.



- ATBG11A a) I am content with my profession as a teacher ----- ○ — ○ — ○ — ○
- ATBG11B b) I am satisfied with being a teacher at this school ----- ○ — ○ — ○ — ○
- ATBG11C c) I had more enthusiasm when I began teaching than I have now ----- ○ — ○ — ○ — ○
- ATBG11D d) I do important work as a teacher ----- ○ — ○ — ○ — ○
- ATBG11E e) I plan to continue as a teacher for as long as I can ---- ○ — ○ — ○ — ○
- ATBG11F f) I am frustrated as a teacher --- ○ — ○ — ○ — ○

G12

A. How many students are in this class?

ATBG12A

_____ students
Write in a number.

B. How many of the students in #G12A are in <fourth grade>?

ATBG12B

_____ <fourth-grade> students
Write in a number.

G13

How many <fourth-grade> students experience difficulties understanding spoken <language of test>?

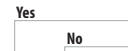
ATBG13

_____ students in this class
Write in a number.

G14

Which of the following subjects do you teach to this class?

Check **one** circle for each line.



- a) I teach the class <language of test>/reading -- ○ — ○ ATBG14A
- b) I teach the class mathematics ----- ○ — ○ ATBG14B
- c) I teach the class science ----- ○ — ○ ATBG14C

G15

How often do you do the following in teaching this class?

Check **one** circle for each line.

Every or almost every lesson
About half the lessons
Some lessons
Never

- ATBG15A a) Summarize what students should have learned from the lesson ----- ○ — ○ — ○ — ○
- ATBG15B b) Relate the lesson to students' daily lives ----- ○ — ○ — ○ — ○
- ATBG15C c) Use questioning to elicit reasons and explanations ----- ○ — ○ — ○ — ○
- ATBG15D d) Encourage all students to improve their performance --- ○ — ○ — ○ — ○
- ATBG15E e) Praise students for good effort ----- ○ — ○ — ○ — ○
- ATBG15F f) Bring interesting materials to class ----- ○ — ○ — ○ — ○

G16

In your view, to what extent do the following limit how you teach this class?

Check **one** circle for each line.

Not applicable
Not at all
Some
A lot

- ATBG16A a) Students lacking prerequisite knowledge or skills ----- ○ — ○ — ○ — ○
- ATBG16B b) Students suffering from lack of basic nutrition ----- ○ — ○ — ○ — ○
- ATBG16C c) Students suffering from not enough sleep ----- ○ — ○ — ○ — ○
- ATBG16D d) Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment) --- ○ — ○ — ○ — ○
- ATBG16E e) Disruptive students ----- ○ — ○ — ○ — ○
- ATBG16F f) Uninterested students ----- ○ — ○ — ○ — ○

G17

For the typical student in this class, how often do you do these things?

Check **one** circle for each line.

At least once a week
 Once or twice a month
 4–6 times a year
 1–3 times a year
 Never

ATBG17A

a) Meet or talk individually with the student's parents to discuss his/her learning progress

ATBG17B

b) Send home a progress report on the student's learning

Teaching Reading to the <PIRLS/ TIMSS> Class

R1

ATBR01AA
ATBR01AB

A. In a typical week, how much time do you spend on <language of test> language instruction and/or activities with the students?

Include instruction or activities in reading, writing, speaking, literature, and other language skills.

_____ hours and _____ minutes per week
Write in the hours and minutes.

B. What proportion of the time spent on <language of test> language instruction and/or activities is spent on the following skills?

Write in the percentage for each.

ATBR01BA
ATBR01BB
ATBR01BC
ATBR01BD
ATBR01BE

- a) Reading ----- %
- b) Grammar and spelling ----- %
- c) Writing composition ----- %
- d) Speaking and listening ----- %
- e) Other ----- %

Total = 100%

R2

ATBR02A
ATBR02B

Regardless of whether or not you have formally scheduled time for reading instruction, in a typical week about how much time do you spend on reading instruction and/or activities with the students?

Include things you do across curriculum areas and during formally scheduled time for reading instruction.

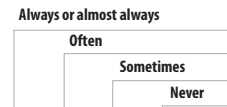
_____ hours and _____ minutes per week
Write in the hours and minutes.

Questions R3–R10 ask about reading instruction for the <fourth-grade> students in this class.

R3

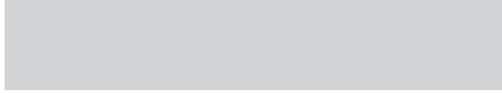
When you have reading instruction and/or do reading activities, how often do you organize students in the following ways?

Check one circle for each line.



- a) I teach reading as a whole-class activity -----
- b) I create same-ability groups --
- c) I create mixed-ability groups --
- d) I use individualized instruction for reading -----
- e) Students work independently on an assigned plan or goal ---
- f) Students work independently on a goal they choose themselves -----

ATBR03A
ATBR03B
ATBR03C
ATBR03D
ATBR03E
ATBR03F



R4 _____

ATBR04A **A. How many students need <remedial> instruction in reading?**

_____ <fourth-grade> students in this class
Write in a number.

ATBR04B **B. How many of the students in #R4A receive <remedial> instruction in reading?**

_____ students
Write in a number.

R5 _____

ATBR05 **Is there any provision for advanced readers to receive additional or more challenging reading instruction in your school?**

Check **one** circle only.

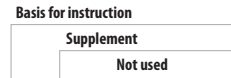
Yes ---

No ---

R6 _____

When you have reading instruction and/or do reading activities with the students, how do you use the following resources?

Check **one** circle for each line.



- | | | |
|---|---|---------|
| a) Textbooks ----- | <input type="radio"/> - <input type="radio"/> - <input type="radio"/> | ATBR06A |
| b) Reading series (e.g., basal readers, graded readers) ----- | <input type="radio"/> - <input type="radio"/> - <input type="radio"/> | ATBR06B |
| c) Workbooks or worksheets ----- | <input type="radio"/> - <input type="radio"/> - <input type="radio"/> | ATBR06C |
| d) A variety of children's books (e.g., novels, collections of stories, nonfiction) ----- | <input type="radio"/> - <input type="radio"/> - <input type="radio"/> | ATBR06D |
| e) Materials from different curricular areas ----- | <input type="radio"/> - <input type="radio"/> - <input type="radio"/> | ATBR06E |
| f) Children's newspapers and/or magazines ----- | <input type="radio"/> - <input type="radio"/> - <input type="radio"/> | ATBR06F |
| g) Computer software for reading instruction ----- | <input type="radio"/> - <input type="radio"/> - <input type="radio"/> | ATBR06G |
| h) Reference materials (e.g., encyclopedia, dictionary) ----- | <input type="radio"/> - <input type="radio"/> - <input type="radio"/> | ATBR06H |

R7

When you have reading instruction and/or do reading activities with the students, how often do you have the students read the following types of text (in print or electronically)?

Check **one** circle for each line.

- Every day or almost every day
- Once or twice a week
- Once or twice a month
- Never or almost never

A. Literary Reading Materials

ATBR07AA

a) Short stories (e.g., fables, fairy tales, action stories, science fiction, detective stories) ----- ○ — ○ — ○ — ○

ATBR07AB

b) Longer fiction books with chapters ----- ○ — ○ — ○ — ○

ATBR07AC

c) Plays ----- ○ — ○ — ○ — ○

ATBR07AD

d) Other ----- ○ — ○ — ○ — ○

B. Informational Reading Materials

ATBR07BA

a) Nonfiction subject area books or textbooks ----- ○ — ○ — ○ — ○

ATBR07BB

b) Longer nonfiction books with chapters ----- ○ — ○ — ○ — ○

ATBR07BC

c) Nonfiction articles that describe and explain about things, people, events, or how things work ----- ○ — ○ — ○ — ○

R8

When you have reading instruction and/or do reading activities with the students, how often do you do the following?

Check **one** circle for each line.

- Every day or almost every day
- Once or twice a week
- Once or twice a month
- Never or almost never

a) Read aloud to the class ----- ○ — ○ — ○ — ○ ATBR08A

b) Ask students to read aloud --- ○ — ○ — ○ — ○ ATBR08B

c) Ask students to read silently on their own ----- ○ — ○ — ○ — ○ ATBR08C

d) Give students time to read books of their own choosing -- ○ — ○ — ○ — ○ ATBR08D

e) Teach students strategies for decoding sounds and words -- ○ — ○ — ○ — ○ ATBR08E

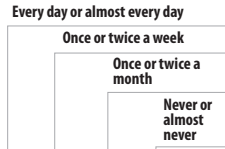
f) Teach students new vocabulary systematically ----- ○ — ○ — ○ — ○ ATBR08F

g) Teach or model skimming or scanning strategies ----- ○ — ○ — ○ — ○ ATBR08G

R9

How often do you ask the students to do the following things to help develop reading comprehension skills or strategies?

Check **one** circle for each line.

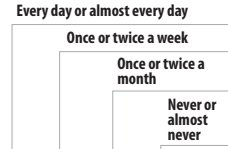


- ATBR09A a) Locate information within the text ----- - - -
- ATBR09B b) Identify the main ideas of what they have read ----- - - -
- ATBR09C c) Explain or support their understanding of what they have read ----- - - -
- ATBR09D d) Compare what they have read with experiences they have had ----- - - -
- ATBR09E e) Compare what they have read with other things they have read ----- - - -
- ATBR09F f) Make predictions about what will happen next in the text they are reading ----- - - -
- ATBR09G g) Make generalizations and draw inferences based on what they have read ----- - - -
- ATBR09H h) Describe the style or structure of the text they have read ----- - - -
- ATBR09I i) Determine the author's perspective or intention ----- - - -

R10

After students have read something, how often do you ask them to do the following?

Check **one** circle for each line.



- a) Write something about or in response to what they have read ----- - - -
- b) Answer oral questions about or orally summarize what they have read ----- - - -
- c) Talk with each other about what they have read ----- - - -
- d) Take a written quiz or test about what they have read ----- - - -

ATBR10A

ATBR10B

ATBR10C

ATBR10D

Computer and Library Resources

R11

ATBR11A

A. Do the <fourth-grade> students in the <PIRLS/ TIMSS> class have computer(s) available to use during their reading lessons?

Yes---

No--- →

(If No, go to #R12)

ATBR11B

If Yes,

B. Do any of the computers have access to the Internet?

Check **one** circle only.

Yes---

No---

C. How often do you have students do the following computer activities during their reading lessons?

Check **one** circle for each line.

	Every day or almost every day	Once or twice a week	Once or twice a month	Never or almost never
a) Look up information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Read stories or other texts on the computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Use instructional software to develop reading skills and strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Use the computer to write stories or other texts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ATBR11CA

ATBR11CB

ATBR11CC

ATBR11CD

R12

ATBR12A

A. Do you have a library or reading corner in your classroom?

Check **one** circle only.

Yes---

No--- →

(If No, go to #R13)

ATBR12B

If Yes,

B. About how many books are in your classroom library?

Check **one** circle only.

0–25 --

26–50 --

51–100 --

More than 100 --

C. About how many magazines with different titles are in your classroom library?

Check **one** circle only.

0 --

1–2 --

3–5 --

More than 5 --

D. How often do you give the students in your class time to use the classroom library or reading corner?

Check **one** circle only.

Every day or almost every day --

Once or twice a week ---

Once or twice a month ---

Never or almost never ---

E. Can the students borrow books from the classroom library or reading corner to take home?

Check **one** circle only.

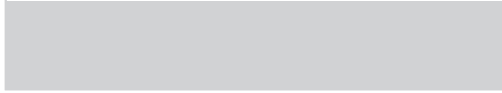
Yes---

No---

ATBR12C

ATBR12D

ATBR12E



Reading Homework

R13
ATBR13 **How often do you take or send the students to a library other than your classroom library?**

Check **one** circle only.

- At least once or twice a week ---
- Once or twice a month ---
- A few times a year ---
- Never or almost never ---

Questions R14–R16 ask about homework for the <fourth-grade> students in this class.

R14
ATBR14 **How often do you assign reading as part of homework (for any subject)?**

Check **one** circle only.

- I do not assign reading for homework --- (Go to #R17)
- Less than once a week ---
- 1 or 2 times a week ---
- 3 or 4 times a week ---
- Every day ---

R15
ATBR15 **In general, how much time do you expect students to spend on homework involving reading (for any subject) each time you assign it?**

Check **one** circle only.

- 15 minutes or less ---
- 16–30 minutes ---
- 31–60 minutes ---
- More than 60 minutes ---

R16
How often do you do the following with the reading homework assignments for this class?

Check **one** circle for each line.

- | | | | | | |
|--|-----------------------|-------------------------|-----------------------|-----------------------|---------|
| | | Always or almost always | Sometimes | Never or almost never | |
| a) Correct assignments and give feedback to students ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | ATBR16A |
| b) Discuss the homework in class ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | ATBR16B |
| c) Monitor whether or not the homework was completed ---- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | ATBR16C |

Reading Difficulties

Assessing Reading

Questions R17–R18 ask about how you deal with reading difficulties of <fourth-grade> students in this class.

R19

How much emphasis do you place on the following sources to monitor students' progress in reading?

R17

Are the following resources available to you to work with students who have difficulty with reading?

Check **one** circle for each line.

ATBR17A

a) A specialized professional (e.g., reading specialist, speech therapist) -----

ATBR17B

b) A teacher-aide -----

ATBR17C

c) An adult/parent volunteer -----

Always
Sometimes
Never

R18

What do you usually do if a student begins to fall behind in reading?

Check **one** circle for each line.

ATBR18A

a) I have the student work with a specialized professional (e.g., reading specialist, speech therapist) -----

ATBR18B

b) I wait to see if performance improves with maturation -----

ATBR18C

c) I spend more time working on reading individually with that student -----

ATBR18D

d) I ask the parents to help the student with reading -----

Yes
No

Check **one** circle for each line.

Major emphasis
Some emphasis
Little or no emphasis

a) Evaluation of students' ongoing work -----

ATBR19A

b) Classroom tests (for example, teacher-made or textbook tests) -----

ATBR19B

c) National or regional achievement tests -----

ATBR19C

Education in Teaching Reading

R20

As part of your formal education and/or training, to what extent did you study the following areas?

Check **one** circle for each line.



- ATBR20A a) <language of test> ----- ○ — ○ — ○
- ATBR20B b) Pedagogy/teaching reading -- ○ — ○ — ○
- ATBR20C c) Educational psychology ----- ○ — ○ — ○
- ATBR20D d) Remedial reading ----- ○ — ○ — ○
- ATBR20E e) Reading theory ----- ○ — ○ — ○
- ATBR20F f) Special education ----- ○ — ○ — ○
- ATBR20G g) Second language learning ---- ○ — ○ — ○
- ATBR20H h) Assessment methods in reading ----- ○ — ○ — ○

R21

ATBR21 In the past two years, how many hours in total have you spent in <in-service/professional development> workshops or seminars that dealt directly with reading or teaching reading (e.g., reading theory, instructional methods)?

Check **one** circle only.

- None--- ○
- Less than 6 hours--- ○
- 6–15 hours--- ○
- 16–35 hours--- ○
- More than 35 hours--- ○

R22

For your professional development, about how often do you read children's books?

Check **one** circle only.

- At least once a week--- ○
- Once or twice a month--- ○
- Once or twice a year--- ○
- Never or almost never --- ○

ATBR22

Thank You

Thank you for the thought, time, and effort you have put into completing this questionnaire.



BOSTON
COLLEGE

timssandpirls.bc.edu

PIRLS 2011

Teacher Questionnaire

<Grade 4>



© IEA, 2011
International Association
for the Evaluation of
Educational Achievement

Section 4

School Questionnaire



Exhibit S1.4: Index of International Background Variables for the PIRLS 2011 School Questionnaire

PIRLS 2011 Question Number	PIRLS 2011 Variable Name	PIRLS 2011 Variable Description (See Questionnaire For Full Item Text)	PIRLS 2006 Variable Name	Notes
SCQ-01	ACBG01	What is the total enrollment of students in your school as of <first day of month PIRLS/TIMSS testing begins, 2010/2011>?	ACBGENR	
SCQ-02	ACBG02	What is the total enrollment of <fourth-grade> students in your school as of <first day of month PIRLS/TIMSS testing begins, 2010/2011>?	ACBG4ENR	
SCQ-03A	ACBG03A	Approximately what percentage of students in your school come from economically disadvantaged homes?	ACBGPST1	
SCQ-03B	ACBG03B	Approximately what percentage of students in your school come from economically affluent homes?	ACBGPST2	
SCQ-04	ACBG04	Approximately what percentage of students in your school have <language of test> as their native language?	ACBGPST3	Modified wording and response options in 2011
SCQ-05A	ACBG05A	How many people live in the city, town, or area where your school is located?	ACBGCTAS	Modified response options in 2011
SCQ-05B	ACBG05B	Which best describes the immediate area in which your school is located?	ACBGCOMM	Modified wording and response options in 2011
SCQ-05C	ACBG05C	Which best characterizes the average income level of the school's immediate area?		
SCQ-06A	ACBG06A	How many days per year is your school open for instruction?	ACBGIDY	
SCQ-06BA	ACBG06BA	What is the total instructional time (hours), excluding breaks, in a typical day?	ACBGIHD	
SCQ-06BB	ACBG06BB	What is the total instructional time (minutes), excluding breaks, in a typical day?	ACBGIMD	
SCQ-06C	ACBG06C	In one calendar week, how many days is the school open for instruction?	ACBGIDW	
SCQ-07	ACBG07	What is the total number of computers that can be used for instructional purposes by <fourth-grade> students?	ACBGCMP1	
SCQ-08	ACBG08	Does your school have a science laboratory that can be used by <fourth-grade> students?		
SCQ-09	ACBG09	Does your school have a school library?	ACBGLI	
SCQ-09A	ACBG09A	Approximately how many books with different titles does your school library have?	ACBGLIBC	
SCQ-09B	ACBG09B	Approximately how many titles of magazines and other periodicals does your school library have?	ACBGLIBM	
SCQ-10AA	ACBG10AA	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of instructional materials?	ACBGS14	
SCQ-10AB	ACBG10AB	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of supplies?	ACBGS15	
SCQ-10AC	ACBG10AC	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of school buildings and grounds?	ACBGS16	

Exhibit S1.4: Index of International Background Variables for the PIRLS 2011 School Questionnaire (Continued)

PIRLS 2011 Question Number	PIRLS 2011 Variable Name	PIRLS 2011 Variable Description (See Questionnaire For Full Item Text)	PIRLS 2006 Variable Name	Notes
SCQ-10AD	ACBG10AD	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of heating/cooling and lighting systems?	ACBGS17	
SCQ-10AE	ACBG10AE	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of instructional space?	ACBGS18	
SCQ-10AF	ACBG10AF	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of technologically competent staff?		
SCQ-10AG	ACBG10AG	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of computers for instruction?	ACBGS10	
SCQ-10BA	ACBG10BA	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of teachers with a specialization in reading?	ACBGS12	
SCQ-10BB	ACBG10BB	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of computer software for reading instruction?	ACBGS11	Modified wording in 2011
SCQ-10BC	ACBG10BC	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of library books?	ACBGS13	
SCQ-10BD	ACBG10BD	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of audio-visual resources for reading instruction?	ACBGS14	Modified wording in 2011
SCQ-10CA	ACBG10CA	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of teachers with a specialization in mathematics?		
SCQ-10CB	ACBG10CB	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of computer software for mathematics instruction?	ACBGS11	Modified wording in 2011
SCQ-10CC	ACBG10CC	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of library materials relevant to mathematics instruction?		
SCQ-10CD	ACBG10CD	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of audio-visual resources for mathematics instruction?	ACBGS14	Modified wording in 2011
SCQ-10CE	ACBG10CE	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of calculators for mathematics instruction?		
SCQ-10DA	ACBG10DA	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of teachers with a specialization in science?		
SCQ-10DB	ACBG10DB	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of computer software for science instruction?	ACBGS11	Modified wording in 2011
SCQ-10DC	ACBG10DC	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of library materials relevant to science instruction?		
SCQ-10DD	ACBG10DD	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of audio-visual resources for science instruction?	ACBGS14	Modified wording in 2011
SCQ-10DE	ACBG10DE	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of science equipment and materials?		
SCQ-11AA	ACBG11AA	How often does your school inform parents about their child's learning progress?		
SCQ-11AB	ACBG11AB	How often does your school inform parents about the behavior and well-being of their child at school?		

Exhibit S1.4: Index of International Background Variables for the PIRLS 2011 School Questionnaire (Continued)

PIRLS 2011 Question Number	PIRLS 2011 Variable Name	PIRLS 2011 Variable Description (See Questionnaire For Full Item Text)	PIRLS 2006 Variable Name	Notes
SCQ-11AC	ACBG11AC	How often does your school discuss parents' concerns or wishes about their child's learning?		
SCQ-11AD	ACBG11AD	How often does your school support individual parents in helping their child with schoolwork?		
SCQ-11BA	ACBG11BA	How often does your school ask parents to volunteer for school projects, programs, and trips?		
SCQ-11BB	ACBG11BB	How often does your school ask parents to serve on school committees?		
SCQ-11CA	ACBG11CA	How often does your school inform parents about the overall academic achievement of the school?		
SCQ-11CB	ACBG11CB	How often does your school inform parents about school accomplishments?		
SCQ-11CC	ACBG11CC	How often does your school inform parents about the educational goals and pedagogic principles of the school?		
SCQ-11CD	ACBG11CD	How often does your school inform parents about the rules of the school?		
SCQ-11CE	ACBG11CE	How often does your school discuss parents' concerns or wishes about the school's organization?		
SCQ-11CF	ACBG11CF	How often does your school provide parents with additional learning materials for their child to use at home?		
SCQ-11CG	ACBG11CG	How often does your school organize workshops or seminars for parents on learning or pedagogical issues?		
SCQ-12A	ACBG12A	How would you characterize teachers' job satisfaction within your school?	ACBGCHA1	
SCQ-12B	ACBG12B	How would you characterize teachers' understanding of the school's curricular goals within your school?		
SCQ-12C	ACBG12C	How would you characterize teachers' degree of success in implementing the school's curriculum within your school?		
SCQ-12D	ACBG12D	How would you characterize teachers' expectations for student achievement within your school?	ACBGCHA2	
SCQ-12E	ACBG12E	How would you characterize parental support for student achievement within your school?	ACBGCHA3	
SCQ-12F	ACBG12F	How would you characterize parental involvement in school activities within your school?		
SCQ-12G	ACBG12G	How would you characterize students' regard for school property within your school?	ACBGCHA4	
SCQ-12H	ACBG12H	How would you characterize students' desire to do well within your school?	ACBGCHA5	
SCQ-13AA	ACBG13AA	To what degree is arriving late at school a problem among <fourth-grade> students in your school?	ACBGPB1	Modified wording in 2011

Exhibit S1.4: Index of International Background Variables for the PIRLS 2011 School Questionnaire (Continued)

PIRLS 2011 Question Number	PIRLS 2011 Variable Name	PIRLS 2011 Variable Description (See Questionnaire For Full Item Text)	PIRLS 2006 Variable Name	Notes
SCQ-13AB	ACBG13AB	To what degree is absenteeism a problem among <fourth-grade> students in your school?	ACBGPB2	
SCQ-13AC	ACBG13AC	To what degree is classroom disturbance a problem among <fourth-grade> students in your school?	ACBGPB3	
SCQ-13AD	ACBG13AD	To what degree is cheating a problem among <fourth-grade> students in your school?	ACBGPB4	
SCQ-13AE	ACBG13AE	To what degree is profanity a problem among <fourth-grade> students in your school?	ACBGPB5	
SCQ-13AF	ACBG13AF	To what degree is vandalism a problem among <fourth-grade> students in your school?	ACBGPB6	
SCQ-13AG	ACBG13AG	To what degree is theft a problem among <fourth-grade> students in your school?	ACBGPB7	
SCQ-13AH	ACBG13AH	To what degree is intimidation or verbal abuse among students a problem among <fourth-grade> students in your school?	ACBGPB8	
SCQ-13AI	ACBG13AI	To what degree is physical fights among students a problem among <fourth-grade> students in your school?	ACBGPB9	Modified wording in 2011
SCQ-13AJ	ACBG13AJ	To what degree is intimidation or verbal abuse of teachers or staff a problem among <fourth-grade> students in your school?		
SCQ-13BA	ACBG13BA	To what degree is arriving late or leaving early a problem among teachers in your school?		
SCQ-13BB	ACBG13BB	To what degree is absenteeism a problem among teachers in your school?		
SCQ-14A	ACBG14A	In your school, are observations by the principal or senior staff used to evaluate the practice of <fourth-grade> teachers?		
SCQ-14B	ACBG14B	In your school, are observations by inspectors, or other persons external to the school used to evaluate the practice of <fourth-grade> teachers?		
SCQ-14C	ACBG14C	In your school, is student achievement used to evaluate the practice of <fourth-grade> teachers?		
SCQ-14D	ACBG14D	In your school, is teacher peer review used to evaluate the practice of <fourth-grade> teachers?		
SCQ-15A	ACBG15A	During the past year, approximately how much time have you spent promoting the school's educational vision or goals in your role as a school principal?		
SCQ-15B	ACBG15B	During the past year, approximately how much time have you spent developing the school's curricular and educational goals in your role as a school principal?		
SCQ-15C	ACBG15C	During the past year, approximately how much time have you spent monitoring teachers' implementation of the school's educational goals in their teaching in your role as a school principal?		
SCQ-15D	ACBG15D	During the past year, approximately how much time have you spent monitoring students' learning progress to ensure that the school's educational goals are reached in your role as a school principal?		
SCQ-15E	ACBG15E	During the past year, approximately how much time have you spent keeping an orderly atmosphere in the school in your role as a school principal?		

Exhibit S1.4: Index of International Background Variables for the PIRLS 2011 School Questionnaire (Continued)

PIRLS 2011 Question Number	PIRLS 2011 Variable Name	PIRLS 2011 Variable Description (See Questionnaire For Full Item Text)	PIRLS 2006 Variable Name	Notes
SCQ-15F	ACBG15F	During the past year, approximately how much time have you spent ensuring that there are clear rules for student behavior in your role as a school principal?		
SCQ-15G	ACBG15G	During the past year, approximately how much time have you spent addressing disruptive student behavior in your role as a school principal?		
SCQ-15H	ACBG15H	During the past year, approximately how much time have you spent creating a climate of trust among teachers in your role as a school principal?		
SCQ-15I	ACBG15I	During the past year, approximately how much time have you spent initiating a discussion to help teachers who have problems in the classroom in your role as a school principal?		
SCQ-15J	ACBG15J	During the past year, approximately how much time have you spent advising teachers who have questions or problems with their teaching in your role as a school principal?		
SCQ-15K	ACBG15K	During the past year, approximately how much time have you spent visiting other schools or attending educational conferences for new ideas in your role as a school principal?		
SCQ-15L	ACBG15L	During the past year, approximately how much time have you spent initiating educational projects or improvements in your role as a school principal?		
SCQ-15M	ACBG15M	During the past year, approximately how much time have you spent participating in professional development activities specifically for school principals in your role as a school principal?		
SCQ-16A	ACBG16A	About how many of the students in your school can recognize most of the letters of the alphabet when they begin primary/elementary school?	ACBG1GR1	
SCQ-16B	ACBG16B	About how many of the students in your school can read some words when they begin primary/elementary school?	ACBG1GR2	
SCQ-16C	ACBG16C	About how many of the students in your school can read sentences when they begin primary/elementary school?	ACBG1GR3	
SCQ-16D	ACBG16D	About how many of the students in your school can write letters of the alphabet when they begin primary/elementary school?	ACBG1GR4	
SCQ-16E	ACBG16E	About how many of the students in your school can write some words when they begin primary/elementary school?	ACBG1GR5	
SCQ-16F	ACBG16F	About how many of the students in your school can count up to 100 or higher when they begin primary/elementary school?		
SCQ-16G	ACBG16G	About how many of the students in your school can recognize all 10 written numbers from 1-10 when they begin primary/elementary school?		
SCQ-16H	ACBG16H	About how many of the students in your school can write all 10 numbers from 1-10 when they begin primary/elementary school?		
SCQ-17A	ACBG17A	At which grade does knowing letters of the alphabet first receive a major emphasis in instruction in your school?	ACBGME01	
SCQ-17B	ACBG17B	At which grade does knowing letter-sound relationships first receive a major emphasis in instruction in your school?	ACBGME02	
SCQ-17C	ACBG17C	At which grade does reading words first receive a major emphasis in instruction in your school?	ACBGME03	

Exhibit S1.4: Index of International Background Variables for the PIRLS 2011 School Questionnaire (Continued)

PIRLS 2011 Question Number	PIRLS 2011 Variable Name	PIRLS 2011 Variable Description (See Questionnaire For Full Item Text)	PIRLS 2006 Variable Name	Notes
SCQ-17D	ACBG17D	At which grade does reading isolated sentences first receive a major emphasis in instruction in your school?	ACBGME04	
SCQ-17E	ACBG17E	At which grade does reading connected text first receive a major emphasis in instruction in your school?	ACBGME05	
SCQ-17F	ACBG17F	At which grade does locating information within the text first receive a major emphasis in instruction in your school?		
SCQ-17G	ACBG17G	At which grade does identifying the main idea of a text first receive a major emphasis in instruction in your school?	ACBGME06	
SCQ-17H	ACBG17H	At which grade does explaining or supporting their understanding of a text first receive a major emphasis in instruction in your school?	ACBGME07	
SCQ-17I	ACBG17I	At which grade does comparing a text with personal experience first receive a major emphasis in instruction in your school?	ACBGME08	
SCQ-17J	ACBG17J	At which grade does comparing different texts first receive a major emphasis in instruction in your school?	ACBGME09	
SCQ-17K	ACBG17K	At which grade do making predictions about what will happen next in a text first receive a major emphasis in instruction in your school?	ACBGME10	
SCQ-17L	ACBG17L	At which grade does making generalizations and drawing inferences based on a text first receive a major emphasis in instruction in your school?	ACBGME11	
SCQ-17M	ACBG17M	At which grade does describing the style or structure of a text first receive a major emphasis in instruction in your school?	ACBGME12	
SCQ-17N	ACBG17N	At which grade does determining the author's perspective or intention first receive a major emphasis in instruction in your school?		
SCQ-18A	ACBG18A	Compared with other areas of the curriculum, how much emphasis does your school place on teaching reading to students in <grades 1-4>?	ACBGACU1	
SCQ-18B	ACBG18B	Compared with other areas of the curriculum, how much emphasis does your school place on teaching writing to students in <grades 1-4>?	ACBGACU2	
SCQ-18C	ACBG18C	Compared with other areas of the curriculum, how much emphasis does your school place on teaching speaking/listening to students in <grades 1-4>?	ACBGACU3	
SCQ-19	ACBG19	For students in <fourth-grade> and below, does your school make provisions for reading instruction in mother tongue for students whose mother tongue is not <language of test>?	ACBGTONG	

Identification Label

PIRLS 2011

**School
Questionnaire**

<Grade 4>

<PIRLS>
<National Research Center Name>
<Address>



TIMSS & PIRLS
International Study Center
Lynch School of Education, Boston College

© IEA, 2011

School Questionnaire

Your school has agreed to participate in PIRLS 2011 (Progress in International Reading Literacy Study), an educational research project sponsored by the International Association for the Evaluation of Educational Achievement (IEA). PIRLS measures trends in student achievement in reading, and studies differences in national education systems in more than 50 countries in order to help improve teaching and learning worldwide.

This questionnaire is addressed to school principals and department heads who are asked to supply information about their schools. Since your school has been selected as part of a nationwide sample, your responses are very important in helping to describe primary/elementary education in <country>.

It is important that you answer each question carefully so that the information provided reflects the situation in your school as accurately as possible. Some of the questions will require that you look up school records, so you may wish to arrange for the assistance of another staff member to help provide this information.

Since PIRLS is an international study and all countries are using the same questionnaire, you may find that some of the questions seem unusual or are not entirely relevant to you or schools in <country>. Nevertheless, it is important that you do your best to answer all of the questions so comparisons can be made across countries in the study.

It is estimated that you will need approximately 30 minutes to complete this questionnaire. We appreciate the time and effort that this takes and thank you for your cooperation and contribution.

When you have completed the questionnaire, please place it in the accompanying envelope and return it to:

<Insert country-specific information here>.

Thank you.

PIRLS 2011

School Enrollment and Characteristics

1 _____
ACBG01 What is the total enrollment of students in your school as of <first day of month PIRLS/TIMSS testing begins, 2010/2011>?

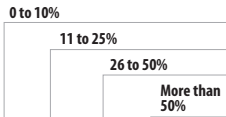
_____ students
 Write in a number.

2 _____
ACBG02 What is the total enrollment of <fourth-grade> students in your school as of <first day of month PIRLS/TIMSS testing begins, 2010/2011>?

_____ students
 Write in a number.

3 _____
ACBG03A Approximately what percentage of students in your school have the following backgrounds?

Check **one** circle for each line.



a) Come from economically disadvantaged homes -----

ACBG03B b) Come from economically affluent homes -----

4 _____
ACBG04 Approximately what percentage of students in your school have <language of test> as their native language?

Check **one** circle only.

- More than 90% ---
- 76 to 90% ---
- 51 to 75% ---
- 26 to 50% ---
- 25% or less ---

5 _____
ACBG05A A. How many people live in the city, town, or area where your school is located?

Check **one** circle only.

- More than 500,000 people --
- 100,001 to 500,000 people --
- 50,001 to 100,000 people --
- 15,001 to 50,000 people --
- 3,001 to 15,000 people --
- 3,000 people or fewer --

B. Which best describes the immediate area in which your school is located?

ACBG05B

Check **one** circle only.

- Urban—Densely populated ---
- Suburban—On fringe or outskirts of urban area ---
- Medium size city or large town ---
- Small town or village ---
- Remote rural ---

C. Which best characterizes the average income level of the school's immediate area?

ACBG05C

Check **one** circle only.

- High ---
- Medium ---
- Low ---

Instructional Time

6 _____
For the <fourth-grade> students in your school:

ACBG06A

A. How many days per year is your school open for instruction?

_____ days
Write in the number.

ACBG06BA

B. What is the total instructional time, excluding breaks, in a typical day?

ACBG06BB

_____ hours and _____ minutes
Write in the number of hours and minutes.

ACBG06C

C. In one calendar week, how many days is the school open for instruction?

Check **one** circle only.

- 6 days ---
5 1/2 days ---
5 days ---
4 1/2 days ---
4 days ---
Other ---

Resources and Technology

7 _____
What is the total number of computers that can be used for instructional purposes by <fourth-grade> students?

ACBG07

_____ computers
Write in the number.

8 _____
Does your school have a science laboratory that can be used by <fourth-grade> students?

ACBG08

Check **one** circle only.

- Yes ---
No ---

9 _____
Does your school have a school library?

ACBG09

Check **one** circle only.

- Yes ---
No ---

(If No, go to #10)

If Yes,

A. Approximately how many books with different titles does your school library have (exclude magazines and periodicals)?

ACBG09A

Check **one** circle only.

- 250 or fewer ---
251–500 ---
501–2,000 ---
2,001–5,000 ---
5,001–10,000 ---
More than 10,000 ---

B. Approximately how many titles of magazines and other periodicals does your school library have?

ACBG09B

Check **one** circle only.

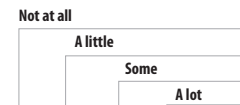
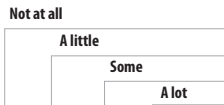
- 0 ---
1–5 ---
6–10 ---
11–30 ---
31 or more ---

10

How much is your school's capacity to provide instruction affected by a shortage or inadequacy of the following?

Check **one** circle for each line.

Check **one** circle for each line.



A. General School Resources

C. Resources for Mathematics Instruction

D. Resources for Science Instruction

- ACBG10AA a) Instructional materials (e.g., textbooks)-----○—○—○—○
- ACBG10AB b) Supplies (e.g., papers, pencils)-----○—○—○—○
- ACBG10AC c) School buildings and grounds -----○—○—○—○
- ACBG10AD d) Heating/cooling and lighting systems-----○—○—○—○
- ACBG10AE e) Instructional space (e.g., classrooms)-----○—○—○—○
- ACBG10AF f) Technologically competent staff-----○—○—○—○
- ACBG10AG g) Computers for instruction -----○—○—○—○
- ACBG10BA a) Teachers with a specialization in reading -----○—○—○—○
- ACBG10BB b) Computer software for reading instruction-----○—○—○—○
- ACBG10BC c) Library books -----○—○—○—○
- ACBG10BD d) Audio-visual resources for reading instruction-----○—○—○—○

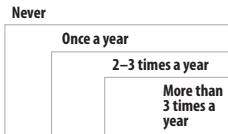
- a) Teachers with a specialization in mathematics -----○—○—○—○ ACBG10CA
- b) Computer software for mathematics instruction-----○—○—○—○ ACBG10CB
- c) Library materials relevant to mathematics instruction----○—○—○—○ ACBG10CC
- d) Audio-visual resources for mathematics instruction-----○—○—○—○ ACBG10CD
- e) Calculators for mathematics instruction-----○—○—○—○ ACBG10CE
- a) Teachers with a specialization in science -----○—○—○—○ ACBG10DA
- b) Computer software for science instruction -----○—○—○—○ ACBG10DB
- c) Library materials relevant to science instruction -----○—○—○—○ ACBG10DC
- d) Audio-visual resources for science instruction -----○—○—○—○ ACBG10DD
- e) Science equipment and materials -----○—○—○—○ ACBG10DE

Involving Parents in Your School

11

A. How often does your school do the following for parents concerning individual students?

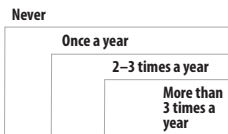
Check **one** circle for each line.



- ACBG11AA a) Inform parents about their child's learning progress ----- - - -
- ACBG11AB b) Inform parents about the behavior and well-being of their child at school ----- - - -
- ACBG11AC c) Discuss parents' concerns or wishes about their child's learning ----- - - -
- ACBG11AD d) Support individual parents in helping their child with schoolwork ----- - - -

B. How often does your school ask parents to do the following?

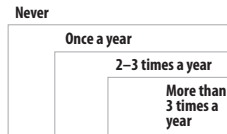
Check **one** circle for each line.



- ACBG11BA a) Volunteer for school projects, programs, and trips ----- - - -
- ACBG11BB b) Serve on school committees ----- - - -

C. How often does your school do the following for parents in general?

Check **one** circle for each line.



- ACBG11CA a) Inform parents about the overall academic achievement of the school (e.g., results of national tests, results of inspections of learning) ----- - - -
- ACBG11CB b) Inform parents about school accomplishments (e.g., tournament results, facility improvements) ----- - - -
- ACBG11CC c) Inform parents about the educational goals and pedagogic principles of the school ----- - - -
- ACBG11CD d) Inform parents about the rules of the school ----- - - -
- ACBG11CE e) Discuss parents' concerns or wishes about the school's organization (e.g., rules and regulations, time tables, safety measures) ----- - - -
- ACBG11CF f) Provide parents with additional learning materials (e.g., books, computer software) for their child to use at home ----- - - -
- ACBG11CG g) Organize workshops or seminars for parents on learning or pedagogical issues ----- - - -

School Climate

12

How would you characterize each of the following within your school?

Check **one** circle for each line.

		Very high High Medium Low Very low	
ACBG12A	a) Teachers' job satisfaction-----	<input type="radio"/>	<input type="radio"/>
ACBG12B	b) Teachers' understanding of the school's curricular goals-----	<input type="radio"/>	<input type="radio"/>
ACBG12C	c) Teachers' degree of success in implementing the school's curriculum-----	<input type="radio"/>	<input type="radio"/>
ACBG12D	d) Teachers' expectations for student achievement-----	<input type="radio"/>	<input type="radio"/>
ACBG12E	e) Parental support for student achievement-----	<input type="radio"/>	<input type="radio"/>
ACBG12F	f) Parental involvement in school activities-----	<input type="radio"/>	<input type="radio"/>
ACBG12G	g) Students' regard for school property-----	<input type="radio"/>	<input type="radio"/>
ACBG12H	h) Students' desire to do well in school-----	<input type="radio"/>	<input type="radio"/>

13

A. To what degree is each of the following a problem among <fourth-grade> students in your school?

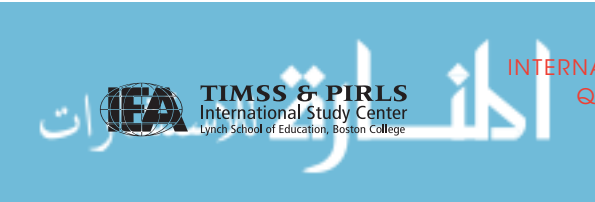
Check **one** circle for each line.

		Not a problem Minor problem Moderate problem Serious problem	
	a) Arriving late at school-----	<input type="radio"/>	ACBG13AA
	b) Absenteeism (i.e., unjustified absences)-----	<input type="radio"/>	ACBG13AB
	c) Classroom disturbance-----	<input type="radio"/>	ACBG13AC
	d) Cheating-----	<input type="radio"/>	ACBG13AD
	e) Profanity-----	<input type="radio"/>	ACBG13AE
	f) Vandalism-----	<input type="radio"/>	ACBG13AF
	g) Theft-----	<input type="radio"/>	ACBG13AG
	h) Intimidation or verbal abuse among students (including texting, emailing, etc.)-----	<input type="radio"/>	ACBG13AH
	i) Physical fights among students-----	<input type="radio"/>	ACBG13AI
	j) Intimidation or verbal abuse of teachers or staff (including texting, emailing, etc.)-----	<input type="radio"/>	ACBG13AJ

B. To what degree is each of the following a problem among teachers in your school?

Check **one** circle for each line.

		Not a problem Minor problem Moderate problem Serious problem	
	a) Arriving late or leaving early--	<input type="radio"/>	ACBG13BA
	b) Absenteeism-----	<input type="radio"/>	ACBG13BB



Teachers in Your School

14

In your school, are any of the following used to evaluate the practice of <fourth-grade> teachers?

Check **one** circle for each line.

- | | | | |
|---------|---|-----------------------|-----------------------|
| | | Yes | No |
| ACBG14A | a) Observations by the principal or senior staff ----- | <input type="radio"/> | <input type="radio"/> |
| ACBG14B | b) Observations by inspectors or other persons external to the school ----- | <input type="radio"/> | <input type="radio"/> |
| ACBG14C | c) Student achievement ----- | <input type="radio"/> | <input type="radio"/> |
| ACBG14D | d) Teacher peer review ----- | <input type="radio"/> | <input type="radio"/> |

Leadership Activities

15

During the past year, approximately how much time have you spent on the following school leadership activities in your role as a school principal?

Check **one** circle for each line.

- | | | | | | |
|--|---|-----------------------|-----------------------|-----------------------|---------|
| | | No time | Some time | A lot of time | |
| | a) Promoting the school's educational vision or goals ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ACBG15A |
| | b) Developing the school's curricular and educational goals ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ACBG15B |
| | c) Monitoring teachers' implementation of the school's educational goals in their teaching ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ACBG15C |
| | d) Monitoring students' learning progress to ensure that the school's educational goals are reached ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ACBG15D |
| | e) Keeping an orderly atmosphere in the school ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ACBG15E |
| | f) Ensuring that there are clear rules for student behavior ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ACBG15F |
| | g) Addressing disruptive student behavior ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ACBG15G |
| | h) Creating a climate of trust among teachers ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ACBG15H |
| | i) Initiating a discussion to help teachers who have problems in the classroom ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ACBG15I |
| | j) Advising teachers who have questions or problems with their teaching ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ACBG15J |
| | k) Visiting other schools or attending educational conferences for new ideas ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ACBG15K |
| | l) Initiating educational projects or improvements ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ACBG15L |
| | m) Participating in professional development activities specifically for school principals ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ACBG15M |

School Readiness

16

About how many of the students in your school can do the following when they begin primary/ elementary school?

Check **one** circle for each line.

		Less than 25%	25–50%	51–75%	More than 75%
ACBG16A	a) Recognize most of the letters of the alphabet -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACBG16B	b) Read some words -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACBG16C	c) Read sentences -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACBG16D	d) Write letters of the alphabet -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACBG16E	e) Write some words -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACBG16F	f) Count up to 100 or higher -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACBG16G	g) Recognize all 10 written numbers from 1–10 -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACBG16H	h) Write all 10 numbers from 1–10 -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Reading in Your School

17

At which grade do the following reading skills and strategies **first** receive a **major emphasis** in instruction in your school?

Check **one** circle for each line.

		<First grade> or earlier	<Second grade>	<Third grade>	<Fourth grade>	Not in these grades
a) Knowing letters of the alphabet -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Knowing letter-sound relationships -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Reading words -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Reading isolated sentences -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Reading connected text -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Locating information within the text -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Identifying the main idea of a text -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Explaining or supporting understanding of a text -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) Comparing a text with personal experience -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) Comparing different texts -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k) Making predictions about what will happen next in a text -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l) Making generalizations and drawing inferences based on a text -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m) Describing the style or structure of a text -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n) Determining the author's perspective or intention -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18

Compared with other areas of the curriculum (e.g., mathematics and science), how much emphasis does your school place on teaching the following language and literacy skills to students in <grades 1 to 4>?

Check **one** circle for each line.

		More emphasis	Same emphasis	Less emphasis
ACBG18A	a) Reading -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACBG18B	b) Writing (not handwriting) ----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACBG18C	c) Speaking/listening (oral language) -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19

ACBG19

For students in <fourth grade> and below, does your school make provisions for reading instruction in mother tongue for students whose mother tongue is not <language of test>?

Check **one** circle only.

Yes---

No---

Thank You

Thank you for the thought, time, and effort you have put into completing this questionnaire.



BOSTON
COLLEGE

timssandpirls.bc.edu

PIRLS 2011

School Questionnaire

<Grade 4>



© IEA, 2011
International Association
for the Evaluation of
Educational Achievement

Section 5

Curriculum Questionnaire



Exhibit S1.5: Index of International Variables for the PIRLS 2011 Curriculum Questionnaire

PIRLS 2011 Question Number	PIRLS 2011 Variable Name	PIRLS 2011 Variable Description (See Questionnaire For Full Item Text)
CQG-01	GEN01	What is your country's name for the grade(s) tested in TIMSS and/or PIRLS 2011, in English (e.g., grade 4, grade 8)?
CQG-02	GEN02	In your country, what is the stated official policy or regulation on students' age of entry into primary school (ISCED Level 1)?
CQG-02A	GEN02A	What is the practice in your country, if the stated official policy on students' age of entry into primary school allows some parental discretion or choice?
CQG-02B	GEN02B	In your country, has the official stated policy on students' age of entry into primary school changed in the last 10 years?
CQG-02C	GEN02C	If the official state policy on students' age of entry into primary school has changed in the last 10 years, how did the policy change and when was the change made?
CQG-03	GEN03	Is the preprimary education (ISCED Level 0) mandatory for children in your country?
CQG-03A	GEN03A	If preprimary education (ISCED Level 0) is mandatory for children in your country, how many years are students required to attend preprimary education (e.g., 1 year, 2 years, 3 years, more than 3 years)?
CQG-03BA	GEN03BA	If preprimary education (ISCED Level 0) is not mandatory for children in your country, is public preprimary education available?
CQG-03BB	GEN03BB	If preprimary education (ISCED Level 0) is not mandatory for children in your country, are licensed early childhood education providers available?
CQG-03BC	GEN03BC	If preprimary education (ISCED Level 0) is not mandatory for children in your country, are there other types of preprimary education available?
CQG-03BT	GEN03BT	If preprimary education (ISCED Level 0) is not mandatory for children in your country, what is another type of preprimary education that is available?
CQG-03T	GEN03T	Is the preprimary education (ISCED Level 0) mandatory for children in your country? Comments:
CQG-04	GEN04	What are the ages and/or grades of compulsory education in your country?
CQG-05	GEN05	Beginning with ISCED Level 1, what grades of schooling are provided to students through ISCED Level 3 (upper secondary)?
CQG-06	GEN06	Does your country have a national curriculum for preprimary education (ISCED Level 0)?
CQG-06A	GEN06A	If your country has a national curriculum for preprimary education (ISCED Level 0), are language, reading, or writing skills part of the preprimary curriculum?
CQG-06AT	GEN06AT	Does your country have a national curriculum for preprimary education (ISCED Level 0)? Please describe:
CQG-06B	GEN06B	Is mathematics (e.g., counting, learning shapes) part of the preprimary curriculum in your country?
CQG-06BT	GEN06BT	Is mathematics (e.g., counting, learning shapes) part of the preprimary curriculum in your country? Please describe:
CQG-06C	GEN06C	Is science (e.g., nature study, weather) part of the preprimary curriculum in your country?
CQG-06CT	GEN06CT	Is science (e.g., nature study, weather) part of the preprimary curriculum in your country? Please describe:

Exhibit S1.5: Index of International Variables for the PIRLS 2011 Curriculum Questionnaire (Continued)

PIRLS 2011 Question Number	PIRLS 2011 Variable Name	PIRLS 2011 Variable Description (See Questionnaire For Full Item Text)
CQG-07	GEN07	Does your country have a policy on the promotion and retention of students across grades 1-8?
CQG-07T	GEN07T	Does your country have a policy on the promotion and retention of students across grades 1-8? Please describe:
CQG-08	GEN08	Does your country have a nationally mandated number of school days per year?
CQG-08T	GEN08T	Does your country have a nationally mandated number of school days per year? Please describe:
CQG-09	GEN09	What is the main preparation route(s) for teachers of students in the fourth grade?
CQG-09AA	GEN09AA	According to the main preparation route(s) for teachers of students in the fourth grade, is supervised practicum during the teacher education program required?
CQG-09AAT	GEN09AAT	If supervised practicum during the teacher education program is a requirement for being a teacher of students in the fourth grade, how long is this period?
CQG-09AB	GEN09AB	According to the main preparation route(s) for teachers of students in the fourth grade, is passing a qualifying exam (e.g., licensing, certification) required?
CQG-09AC	GEN09AC	According to the main preparation route(s) for teachers of students in the fourth grade, is completion of a probationary teaching period required?
CQG-09ACT	GEN09ACT	If completion of a probationary teaching period is a requirement for being a teacher of students in the fourth grade, how long is this period?
CQG-09AD	GEN09AD	According to the main preparation route(s) for teachers of students in the fourth grade, is completion of a mentoring or induction program (e.g., experienced teachers work with novice teachers to provide instructional guidance) required?
CQG-09AE	GEN09AE	Are there other requirements according to the main preparation route(s) for teachers of students in the fourth grade?
CQG-09AET	GEN09AET	Are there other requirements according to the main preparation route(s) for teachers of students in the fourth grade? Please specify:
CQG-09B	GEN09B	If the main preparation route(s) for teachers of students in the eighth grade differ from those in the fourth grade, what is their main preparation route?
CQG-09CA	GEN09CA	If the requirements are different than the fourth grade, is supervised practicum during the teacher education program a requirement for teachers of students in the eighth grade?
CQG-09CAT	GEN09CAT	If supervised practicum during the teacher education program is a requirement for being a teacher of students in the eighth grade, how long is this period?
CQG-09CB	GEN09CB	If the requirements are different than the fourth grade, is passing a qualifying exam (e.g., licensing, certification) a requirement for teachers of students in the eighth grade?
CQG-09CC	GEN09CC	If the requirements are different than the fourth grade, is completion of a probationary teaching period a requirement for teachers of students in the eighth grade?
CQG-09CCT	GEN09CCT	If completion of a probationary teaching period is a requirement for being a teacher of students in the eighth grade, how long is this period?
CQG-09CD	GEN09CD	If the requirements are different than the fourth grade, is completion of a mentoring or induction program (e.g., experienced teachers work with novice teachers to provide instructional guidance) a requirement for teachers of students in the eighth grade?

Exhibit S1.5: Index of International Variables for the PIRLS 2011 Curriculum Questionnaire (Continued)

PIRLS 2011 Question Number	PIRLS 2011 Variable Name	PIRLS 2011 Variable Description (See Questionnaire For Full Item Text)
CQG-09CE	GEN09CE	If the requirements are different than the fourth grade, are there other requirements for teachers of students in the eighth grade?
CQG-09CET	GEN09CET	If the requirements are different than the fourth grade, are there other requirements for teachers of students in the eighth grade? Please specify:
CQG-10AA	GEN10AA	Does an educational authority in your country (e.g., National Ministry of Education) administer examinations in Language(s) that have consequences for individual students, such as entry to a higher school system, entry to a university, and/or exiting or graduating from secondary school?
CQG-10AB	GEN10AB	Does an educational authority in your country (e.g., National Ministry of Education) administer examinations in Mathematics that have consequences for individual students, such as entry to a higher school system, entry to a university, and/or exiting or graduating from secondary school?
CQG-10AC	GEN10AC	Does an educational authority in your country (e.g., National Ministry of Education) administer examinations in Science that have consequences for individual students, such as entry to a higher school system, entry to a university, and/or exiting or graduating from secondary school?
CQG-10B	GEN10B	What are the grades at which the exams are given by the educational authority in your country (e.g., National Ministry of Education) and the purpose of each exam?
CQG-10C	GEN10C	Does your country have a national or regional policy for make accommodations for students with special needs taking national or regional tests given by the educational authority in your country (e.g., the National Ministry of Education)?
CQG-10CT	GEN10CT	If your country does have a national or regional policy to make accommodations for students with special needs taking national or regional tests, what is the policy?
CQG-10D	GEN10D	If there are not exams administered by an educational authority in your country (e.g., National Ministry of Education), is there a similar process that has consequences for individual students?
CQG-11	GEN11	Is there a national/regional policy to encourage parental involvement in the schools attended by fourth-grade students?
CQG-11TA	GEN11TA	Is there a national/regional policy to encourage parental involvement in the schools attended by fourth-grade students? If yes...What is the policy?
CQG-11TB	GEN11TB	Is there a national/regional policy to encourage parental involvement in the schools attended by fourth-grade students? If no...Comments:
CQG-12	GEN12	Is there a national/regional policy to encourage parental involvement in the schools attended by eighth-grade students (e.g., the same as fourth grade, different than fourth grade, no national/regional policy)?
CQG-12T	GEN12T	If there is a national/regional policy to encourage parental involvement in the schools attended by eighth-grade students that differs from that of fourth-grade students, what is the policy?
CQR-01	REA01	Does your country have a national curriculum that covers reading instruction at the fourth grade of primary/elementary school?
CQR-01A	REA01TA	Does your country have a national curriculum that covers reading instruction at the fourth grade of primary/elementary school? If yes...Comments:
CQR-01B	REA01TB	If your country does not have a national curriculum that covers reading instruction at the fourth grade of primary/elementary school, what is the highest level of decision-making authority (e.g., state or province) that provides a curriculum that does cover reading instruction at the fourth grade of primary/elementary school?
CQR-02A	REA02A	In the national curriculum that covers reading instruction at the fourth grade of primary/elementary school for the majority of students, is reading presented as part of the curriculum for language instruction?

Exhibit S1.5: Index of International Variables for the PIRLS 2011 Curriculum Questionnaire (Continued)

PIRLS 2011 Question Number	PIRLS 2011 Variable Name	PIRLS 2011 Variable Description (See Questionnaire For Full Item Text)
CQR-02B	REA02B	In the national curriculum that covers reading instruction at the fourth grade of primary/elementary school for the majority of students, is reading presented as a separate curriculum area?
CQR-02C	REA02C	In the national curriculum that covers reading instruction at the fourth grade of primary/elementary school for the majority of students, is reading integrated across the curriculum?
CQR-02T	REA02T	How is reading addressed in the national curriculum that covers reading instruction at the fourth grade of primary/elementary school for the majority of students? Comments:
CQR-03A	REA03A	In what year was the language/reading curriculum introduced for the students assessed in PIRLS 2010/2011?
CQR-03AT	REA03T	In what year was the language/reading curriculum introduced for the students assessed in PIRLS 2010/2011? Comments:
CQR-03B	REA03B	Is the language/reading curriculum being revised for the students assessed in PIRLS 2010/2011?
CQR-03BTA	REA03BTA	Is the language/reading curriculum being revised for the students assessed in PIRLS 2010/2011? If yes... Please explain:
CQR-03BTB	REA03BTB	Is the language/reading curriculum being revised for the students assessed in PIRLS 2010/2011? If no... Comments:
CQR-04	REA04	For the primary/elementary school language/reading curriculum, what is the grade structure?
CQR-05A	REA05A	Does the language/reading curriculum prescribe goals and objectives?
CQR-05B	REA05B	Does the language/reading curriculum prescribe instructional processes or methods?
CQR-05C	REA05C	Does the language/reading curriculum prescribe materials (e.g., textbooks, instructional materials, or teacher handbooks)?
CQR-05D	REA05D	Does the language/reading curriculum prescribe assessment standards and methods?
CQR-05E	REA05E	Does the language/reading curriculum prescribe other?
CQR-05ET	REA05ET	Does the language/reading curriculum prescribe other? Please specify:
CQR-05T	REA05T	For the primary/elementary school language/reading curriculum, what is the grade structure? Comments:
CQR-06	REA06	Is there a process for approving the textbooks used for language/reading instruction?
CQR-06T	REA06T	Is there a process for approving the textbooks used for language/reading instruction? If yes, what is the process?
CQR-07AA	REA07AA	By the end of the fourth grade, how much is retrieving explicitly stated information from a sentence or phrase emphasized in the language/reading curriculum?
CQR-07AB	REA07AB	By the end of the fourth grade, how much is locating and reproducing details from a clearly defined section of text emphasized in the language/reading curriculum?
CQR-07BA	REA07BA	By the end of the fourth grade, how much is connecting two or more pieces of information or ideas emphasized in the language/reading curriculum?

Exhibit S1.5: Index of International Variables for the PIRLS 2011 Curriculum Questionnaire (Continued)

PIRLS 2011 Question Number	PIRLS 2011 Variable Name	PIRLS 2011 Variable Description (See Questionnaire For Full Item Text)
CQR-07BB	REA07BB	By the end of the fourth grade, how much is identifying main ideas emphasized in the language/reading curriculum?
CQR-07BC	REA07BC	By the end of the fourth grade, how much is recognizing plot sequences and character traits emphasized in the language/reading curriculum?
CQR-07CA	REA07CA	By the end of the fourth grade, how much is describing the overall message or theme, emphasized in the language/reading curriculum?
CQR-07CB	REA07CB	By the end of the fourth grade, how much is comparing information within and across texts emphasized in the language/reading curriculum?
CQR-07CC	REA07CC	By the end of the fourth grade, how much is making generalizes and drawing inferences with text support emphasized in the language/reading curriculum?
CQR-07DA	REA07DA	By the end of the fourth grade, how much is describing the style or structure of a text emphasized in the language/reading curriculum?
CQR-07DB	REA07DB	By the end of the fourth grade, how much is determining the author's perspective or intention emphasized in the language/reading curriculum?
CQR-07T	REA07T	By the end of the fourth grade, how much are certain reading processes emphasized in the language/reading curriculum? Comments:
CQR-08A	REA08A	How much emphasis does the language/reading curriculum place on reading to improve reading?
CQR-08B	REA08B	How much emphasis does the language/reading curriculum place on reading for literacy experience?
CQR-08C	REA08C	How much emphasis does the language/reading curriculum place on reading to acquire information?
CQR-08D	REA08D	How much emphasis does the language/reading curriculum place on reading for enjoyment?
CQR-08T	REA08T	How much emphasis does the language/reading curriculum place on certain purposes for reading? Comments:
CQR-09A	REA09A	Is the language/reading curriculum made available in the form of an official publication containing the curriculum?
CQR-09B	REA09B	Is the language/reading curriculum made available in the form of ministry notes and directives?
CQR-09C	REA09C	Is the language/reading curriculum made available in the form of mandated or recommended books?
CQR-09D	REA09D	Is the language/reading curriculum made available in the form of instructional or pedagogical guide?
CQR-09E	REA09E	Is the language/reading curriculum made available in the form of specifically developed or recommended instructional activities?
CQR-09F	REA09F	Is the language/reading curriculum made available in the form of other?
CQR-09FT	REA09FT	Is the language/reading curriculum made available in the form of other? Please specify:
CQR-09T	REA09T	In what form is the language/reading curriculum made available? Comments:

Exhibit S1.5: Index of International Variables for the PIRLS 2011 Curriculum Questionnaire (Continued)

PIRLS 2011 Question Number	PIRLS 2011 Variable Name	PIRLS 2011 Variable Description (See Questionnaire For Full Item Text)
CQR-10	REA10	Does the curriculum prescribe the percentage of total instructional time to be devoted to language/reading instruction at the fourth grade of primary/elementary school?
CQR-10T	REA10T	Does the curriculum prescribe the percentage of total instructional time to be devoted to language/reading instruction at the fourth grade of primary/elementary school? If yes, what is the percentage?
CQR-10AT	REA10AT	Does the curriculum prescribe the percentage of total instructional time to be devoted to language/reading instruction at the fourth grade of primary/elementary school? Comments:
CQR-11A	REA11A	Is the language/reading curriculum implementation evaluated by visits by inspectors/supervisors?
CQR-11B	REA11B	Is the language/reading curriculum implementation evaluated by research programs?
CQR-11C	REA11C	Is the language/reading curriculum implementation evaluated by school self-evaluation?
CQR-11D	REA11D	Is the language/reading curriculum implementation evaluated by national or regional assessments?
CQR-11E	REA11E	Is the language/reading curriculum implementation evaluated by other?
CQR-11ET	REA11ET	Is the language/reading curriculum implementation evaluated by other? Please specify:
CQR-11T	REA11T	How is the language/reading curriculum implementation evaluated? Comments:

TIMSS & PIRLS 2011 Curriculum Questionnaire

GENERAL MODULE

*To be completed by all countries participating
in TIMSS and/or PIRLS*

TIMSS & PIRLS 2011 Curriculum Questionnaire

GEN01

1. What is your country's name for the grade(s) tested in TIMSS and/or PIRLS 2011, in English (e.g., grade 4, grade 8)?

GEN02

2. In your country, what is the stated official policy or regulation on students' age of entry to primary school (ISCED Level 1)?

Examples: "Children begin school during the calendar year of their 6th birthday"; "Children must be 6 years old by the end of June to begin school the following September".

GEN02A

- A. If the official policy allows some parental discretion or choice, please describe the usual practice.

Example: "Even though the official policy is that students can begin school in the year when they turn 6 years old, children typically begin primary school at age 7 because their parents feel they will benefit from being more mature".

TIMSS & PIRLS 2011 Curriculum Questionnaire

GEN02B

B. Has the stated official policy changed in the last 10 years?

Check one circle only.

Yes---

No---

GEN02C

If Yes....

C. How did the policy change, and when was the change made?

TIMSS & PIRLS 2011 Curriculum Questionnaire

Questions 3-5 ask about the years of schooling provided in your country, beginning with preprimary education.

3. Is preprimary education (ISCED Level 0) mandatory for children in your country?

Check **one** circle only.

Yes---

No---

If Yes....

GEN03

A. How many years are students required to attend preprimary education?

1 year-----

2 years-----

3 years-----

More than 3 years----

If No....

GEN03A

B. What types of preprimary education are available, but not mandatory?

Check **one** circle for each line.

GEN03BA

a) Public preprimary education -----

Yes No

GEN03BB

b) Licensed early childhood education providers-----

GEN03BC

c) Other-----

GEN03BT

Please specify:

GEN03T

Any other comments about preprimary education:

TIMSS & PIRLS 2011 Curriculum Questionnaire

GEN04

4. What are the ages and/or grades of compulsory education in your country?

Example: "Ages 6-16; Grades 1-9".

GEN05

5. Beginning with ISCED Level 1, what grades of schooling are provided to students through ISCED Level 3 (upper secondary)?

Example: "Grades 1-12".

TIMSS & PIRLS 2011 Curriculum Questionnaire

GEN06

6. Does your country have a national curriculum for preprimary education (ISCED Level 0)?

Check **one** circle only.

Yes---

No---

GEN06A

If Yes....

- A. Are language, reading, and writing skills part of the preprimary curriculum?

Check **one** circle only.

Yes---

No---

GEN06AT

Please describe:

GEN06B

- B. Is mathematics (e.g., counting, learning shapes) part of the preprimary curriculum?

Check **one** circle only.

Yes---

No---

GEN06BT

Please describe:

GEN06C

C. Is science (e.g., nature study, weather) part of the preprimary curriculum?

Check **one** circle only.

Yes---

No---

GEN06CT

Please describe:

GEN07

7. Does your country have a policy on the promotion and retention of students across grades 1-8?

Example: "Automatic promotion for grades 1-5, dependent on academic progress for grades 6-8".

Check **one** circle only.

Yes---

No---

GEN07T

Please describe:

TIMSS & PIRLS 2011 Curriculum Questionnaire

GEN08

8. Does your country have a nationally mandated number of school days per year?

Check one circle only.

Yes---

No---

GEN08T

Please describe:

TIMSS & PIRLS 2011 Curriculum Questionnaire

GEN09

9. What is the **main** preparation route(s) for teachers of students in the **fourth grade**?

Example: "Most teachers receive their education through a university degree program. Some have attended a teacher college program, but that is becoming less common".

- A. According to the **main** teacher preparation route, what are the current requirements for being a teacher of students in the **fourth grade**?

Check one circle for each line.

- | | | Yes | No |
|----------|--|-----------------------|-----------------------|
| GEN09AA | a) Supervised practicum during the teacher education program-----
<i>If Yes...</i>
How long is this period? _____ | <input type="radio"/> | <input type="radio"/> |
| GEN09AAT | | | |
| GEN09AB | b) Passing a qualifying examination (e.g., licensing, certification)----- | <input type="radio"/> | <input type="radio"/> |
| GEN09AC | c) Completion of a probationary teaching period-----
<i>If Yes...</i>
How long is this period? _____ | <input type="radio"/> | <input type="radio"/> |
| GEN09ACT | | | |
| GEN09AD | d) Completion of a mentoring or induction program (e.g., experienced teachers work with novice teachers to provide instructional guidance) ----- | <input type="radio"/> | <input type="radio"/> |
| GEN09AE | e) Other-----
Please specify:
_____ | <input type="radio"/> | <input type="radio"/> |
| GEN09AET | | | |

TIMSS & PIRLS 2011 Curriculum Questionnaire

GEN09B

B. If the main preparation route(s) for teachers of students in the **eighth grade** is different, what is their **main** preparation route?

C. If the requirements are different than the fourth grade, what are the current requirements for being a teacher of students in the **eighth grade**?

*Check **one** circle for each line.*

GEN09CA

a) Supervised practicum during the teacher education program-----

Yes No

GEN09CAT

If Yes...

How long is this period? _____

GEN09CB

b) Passing a qualifying examination (e.g., licensing, certification)-----

GEN09CC

c) Completion of a probationary teaching period-----

GEN09CCT

If Yes...

How long is this period? _____

GEN09CD

d) Completion of a mentoring or induction program (e.g., experienced teachers work with novice teachers to provide instructional guidance) -----

GEN09CE

e) Other-----
Please specify:

GEN09CET

TIMSS & PIRLS 2011 Curriculum Questionnaire

10. A. Does an educational authority in your country (e.g., National Ministry of Education) administer examinations in the following subjects that have consequences for individual students, such as entry to a higher school system, entry to a university, and/or exiting or graduating from secondary school?

Check **one** circle for each line.

- | | | Yes | No |
|---------|---------------------|-----------------------|-----------------------|
| GEN10AA | a) Language(s)----- | <input type="radio"/> | <input type="radio"/> |
| GEN10AB | b) Mathematics----- | <input type="radio"/> | <input type="radio"/> |
| GEN10AC | c) Science----- | <input type="radio"/> | <input type="radio"/> |

- GEN10B B. Please describe the grades at which the exams are given and the purpose of each exam.

Example: "There is an exam including language and mathematics given at the end of grade 8 to determine placement for entry to secondary school."

- GEN10C C. Does your country have a national or regional policy to make accommodations for students with special needs taking national or regional tests?

*Examples: "Providing materials in Braille for visually impaired students";
"Providing instructions in sign language for hearing impaired students".*

Check **one** circle only.

Yes---

No---

- GEN10CT If Yes...
What is the policy?

TIMSS & PIRLS 2011 Curriculum Questionnaire

GEN10D

D. If there are not exams, is there a similar process that has consequences for individual students?

Example: "Teacher recommendations"

TIMSS & PIRLS 2011 Curriculum Questionnaire

GEN11

11. Is there a national/regional policy to encourage parental involvement in the schools attended by **fourth-grade** students?

Example: "Parents must be included in school governing bodies".

Check **one** circle only.

Yes---

No---

GEN11TA

If Yes...

What is the policy?

GEN11TB

If No...

Comments:

TIMSS & PIRLS 2011 Curriculum Questionnaire

GEN12

12. Is there a national/regional policy to encourage parental involvement in the schools attended by **eighth-grade** students?

*Check **one** circle only.*

- Yes, same as fourth grade---
- Yes, but different than fourth grade---
- No---

GEN12T

If different from fourth grade...
What is the policy?

READING MODULE (PIRLS/PrePIRLS Module)

*To be completed by all countries participating
in PIRLS*

TIMSS & PIRLS 2011 Curriculum Questionnaire

REA01

1. Does your country have a national curriculum that covers reading instruction at the **fourth grade** of primary/elementary school?

Check one circle only.

Yes---

No---

REA01TA

If Yes...
Comments:

REA01TB

If No...
What is the highest level of decision-making authority (e.g., state or province) that provides a curriculum that covers reading instruction at the fourth grade of primary/elementary school?

TIMSS & PIRLS 2011 Curriculum Questionnaire

2. How is reading addressed in the curriculum?

Refers to the national curriculum that covers reading instruction at the fourth grade of primary/elementary school for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

Check **one** circle for each line.

- | | | Yes | No |
|--------|---|-----------------------|-----------------------|
| REA02A | a) Reading is presented as part of the curriculum for language instruction----- | <input type="radio"/> | <input type="radio"/> |
| REA02B | b) Reading is presented as a separate curriculum area ----- | <input type="radio"/> | <input type="radio"/> |
| REA02C | c) Reading is integrated across the curriculum ----- | <input type="radio"/> | <input type="radio"/> |
| REA02T | Comments: | | |

TIMSS & PIRLS 2011 Curriculum Questionnaire

Question 3 pertains to the language/reading curriculum that was in effect for the students assessed in PIRLS 2010/2011.

REA03A

3. A. In what year was the language/reading curriculum introduced?

Refers to the national curriculum that covers reading instruction at the fourth grade of primary/elementary school for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

REA03AT

Comments:

REA03B

B. Is the language/reading curriculum being revised?

*Check **one** circle only.*

Yes---

No---

REA03BTA

If Yes...

Please explain:

REA03BTB

If No...

Comments:

TIMSS & PIRLS 2011 Curriculum Questionnaire

REA04

4. For the primary/elementary school language/reading curriculum, what is the grade structure?

Refers to the national curriculum that covers reading instruction at the fourth grade of primary/elementary school for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

Examples: "Grades 1-5"; "Grades 1-3, 4-5"; "Grade 1, 2-4"

5. What does the language/reading curriculum prescribe?

Refers to the national curriculum that covers reading instruction at the fourth grade of primary/elementary school for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

*Check **one** circle for each line.*

REA05A

REA05B

REA05C

REA05D

REA05E

REA05ET

	Yes	No
a) Goals and objectives-----	<input type="radio"/>	<input type="radio"/>
b) Instructional processes or methods-----	<input type="radio"/>	<input type="radio"/>
c) Materials (e.g., textbooks, instructional materials, or teacher handbooks)-----	<input type="radio"/>	<input type="radio"/>
d) Assessment standards and methods -----	<input type="radio"/>	<input type="radio"/>
e) Other-----	<input type="radio"/>	<input type="radio"/>
Please specify:		

REA05T

Comments:

TIMSS & PIRLS 2011 Curriculum Questionnaire

REA06

6. Is there a process for approving the textbooks used for language/reading instruction?

Check one circle only.

Yes---

No---

REA06T

If Yes...
Please describe the process:

TIMSS & PIRLS 2011 Curriculum Questionnaire

7. By the end of the fourth grade, how much are the following reading processes emphasized in the language/reading curriculum?

Refers to the national curriculum that covers reading instruction at the fourth grade of primary/elementary school for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

Check **one** circle for each line.

		Major emphasis	Some emphasis	Little or no emphasis
	A. Focus on and retrieve explicitly stated information			
REA07AA	a) Retrieve explicitly stated information from a sentence or phrase-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
REA07AB	b) Locate and reproduce details from a clearly defined section of text-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	B. Make straightforward inferences			
REA07BA	a) Connect two or more pieces of information or ideas-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
REA07BB	b) Identify main ideas-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
REA07BC	c) Recognize plot sequences and character traits-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	C. Interpret and integrate ideas and information			
REA07CA	a) Describe the overall message or theme-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
REA07CB	b) Compare information within and across texts----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
REA07CC	c) Make generalizations and draw inferences with text support-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	D. Examine and evaluate content, language, and textual elements			
REA07DA	a) Describe the style or structure of text-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
REA07DB	b) Determine the author's perspective or intention----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
REA07T	Comments: <div style="border: 1px solid black; height: 40px; width: 100%;"></div>			

TIMSS & PIRLS 2011 Curriculum Questionnaire

8. How much emphasis does the language/reading curriculum place on the following purposes for reading?

Refers to the national curriculum that covers reading instruction at the fourth grade of primary/elementary school for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

Check **one** circle for each line.

	Major emphasis	Some emphasis	Little or no emphasis
REA08A	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
REA08B	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
REA08C	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
REA08D	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

REA08T

Comments:

TIMSS & PIRLS 2011 Curriculum Questionnaire

9. In what form is the language/reading curriculum made available?

Refers to the national curriculum that covers reading instruction at the fourth grade of primary/elementary school for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

Check **one** circle for each line.

		Yes	No
REA09A	a) Official publication containing the curriculum-----	<input type="radio"/>	<input type="radio"/>
REA09B	b) Ministry notes and directives-----	<input type="radio"/>	<input type="radio"/>
REA09C	c) Mandated or recommended textbooks-----	<input type="radio"/>	<input type="radio"/>
REA09D	d) Instructional or pedagogical guide-----	<input type="radio"/>	<input type="radio"/>
REA09E	e) Specifically developed or recommended instructional activities-----	<input type="radio"/>	<input type="radio"/>
REA09F	f) Other-----	<input type="radio"/>	<input type="radio"/>
REA09FT	Please specify: _____		

REA09T

Comments:

TIMSS & PIRLS 2011 Curriculum Questionnaire

REA10

10. Does the curriculum prescribe the percentage of total instructional time to be devoted to **language/reading** instruction at the fourth grade of primary/elementary school? (Include instruction or activities in reading, writing, speaking, literature, and other language skills.)

Refers to the national curriculum that covers reading instruction at the fourth grade of primary/elementary school for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

Check **one** circle only.

Yes---

No---

REA10T

If Yes...

Please specify the percentage.

REA10AT

Comments:

TIMSS & PIRLS 2011 Curriculum Questionnaire

11. How is the language/reading curriculum implementation evaluated?

Refers to the national curriculum that covers reading instruction at the fourth grade of primary/elementary school for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

Check **one** circle for each line.

	Yes	No
REA11A	a) Visits by inspectors/supervisors----- <input type="radio"/> <input type="radio"/>	
REA11B	b) Research programs----- <input type="radio"/> <input type="radio"/>	
REA11C	c) School self-evaluation----- <input type="radio"/> <input type="radio"/>	
REA11D	d) National or regional assessments----- <input type="radio"/> <input type="radio"/>	
REA11E	e) Other----- <input type="radio"/> <input type="radio"/>	
REA11ET	Please specify: _____	

REA11T

Comments:



TIMSS & PIRLS
International Study Center
Lynch School of Education, Boston College



**BOSTON
COLLEGE**

ISBN: 978-1-889938-14-1



pirls.bc.edu
Copyright © 2013 International Association for the
Evaluation of Educational Achievement (IEA)