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PIRLS
2016

PIRLS 2016 Curriculum Questionnaire

ePIRLS
Online Reading
2016

PIRLS
Literacy
2016



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

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**PIRLS 2016
Curriculum Questionnaire**

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PIRLS 2016 Curriculum Questionnaire

PIRLS 2016 Curriculum Questionnaire

The PIRLS 2016 Curriculum Questionnaire is designed to collect basic information about the structure of the education system as well as the organization, content, and implementation of the reading curricula in each country.

The questionnaire should be completed by the National Research Coordinators, drawing on the expertise of curriculum specialists and educators. Please submit this questionnaire no later than **August 31, 2016**.

To begin the questionnaire, please click on the "Next" button. When navigating through the questionnaire, make sure to confirm your responses by clicking on the "Next" or "Previous" button. To go to a particular section or item, please click on the corresponding link in the "Table of Contents."

When you have completed the questionnaire, please make sure to click the "Submit" button to submit your answers.

If you have any questions about the content of this questionnaire, please contact the TIMSS & PIRLS International Study Center at Boston College: pirls@bc.edu

If you have any technical questions on how to complete this questionnaire, please contact the IEA Data Processing & Research Center (DPC): pirls@iea-dpc.de

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PIRLS 2016 Curriculum Questionnaire - GENERAL MODULE

GENERAL MODULE

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PIRLS 2016 Curriculum Questionnaire - Grade Structure and Student Flow

Grade Structure and Student Flow

G1. What is your country's name for the grade(s) tested in PIRLS 2016, in English (e.g., grade 4)?

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PIRLS 2016 Curriculum Questionnaire - Grade Structure and Student Flow

G2. A. 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."

B. 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."

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PIRLS 2016 Curriculum Questionnaire - Grade Structure and Student Flow

G3. A. Has the stated official policy changed in the last 10 years?

Check one circle only.

- Yes
- No

If Yes...

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

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PIRLS 2016 Curriculum Questionnaire - Grade Structure and Student Flow

G4. A. What are the ages of compulsory education in your country?

Example: "Ages 6-16."

B. What are the grades of compulsory education in your country?

Example: "Grades 1-9."

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PIRLS 2016 Curriculum Questionnaire - Grade Structure and Student Flow

G5. Beginning with ISCED Level 1, what grades of schooling are provided to students through ISCED Level 3 (upper secondary)?

Example: "Grades 1-12."

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PIRLS 2016 Curriculum Questionnaire - Grade Structure and Student Flow

G6. Does your country have a policy on the promotion and retention of students across grades 1-4?

Example: "Automatic promotion for grades 1-3, dependent on academic progress for grade 4."

Check **one** circle only.

- Yes
- No

Please describe:

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PIRLS 2016 Curriculum Questionnaire - Grade Structure and Student Flow

G7. Does your country have a nationally mandated number of school days per year?

Check one circle only.

- Yes
- No

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Early Childhood Education

Early childhood education (ISCED Level 0) is subdivided into:

- **Early childhood educational development (ECED)** programs for children under age 3; and
- **Pre-primary education (PPE)** programs including Kindergarten for children age 3 or older.

G8. A. Does your country provide universal ECED or PPE coverage?

Programs with **universal** coverage are accessible and available to all children, although in some cases parents may choose not to enroll their children.

Check **one** circle for each line.

- | | Yes | No |
|---|-----------------------|-----------------------|
| a) ECED programs for children under age 3 | <input type="radio"/> | <input type="radio"/> |
| b) PPE programs for children age 3 or older | <input type="radio"/> | <input type="radio"/> |

B. How many years can children attend these programs altogether?

Check **one** circle only.

- 1 year
- 2 years
- 3 years
- 4 or more years

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PIRLS 2016 Curriculum Questionnaire - Early Childhood Education

C. Does your country provide targeted ECED or PPE coverage?

Programs with **targeted** coverage are only available for certain subgroups (e.g., for children from low-income families, for children where the language spoken at home is different from the national language).

Check **one** circle for each line.

- | | Yes | No |
|---|-----------------------|-----------------------|
| a) ECED programs for children under age 3 | <input type="radio"/> | <input type="radio"/> |
| b) PPE programs for children age 3 or older | <input type="radio"/> | <input type="radio"/> |

Please describe:

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PIRLS 2016 Curriculum Questionnaire - Early Childhood Education

Early childhood education (ISCED Level 0) is subdivided into:

- Early childhood educational development (ECED) programs for children under age 3; and
- Pre-primary education (PPE) programs including Kindergarten for children age 3 or older.

G9. A. Does your country have national curriculum guidance documents for ECED or PPE programs?

Check **one** circle for each line.

- | | Yes | No |
|---|-----------------------|-----------------------|
| a) ECED programs for children under age 3 | <input type="radio"/> | <input type="radio"/> |
| b) PPE programs for children age 3 or older | <input type="radio"/> | <input type="radio"/> |

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If Yes...

G9. B. Do the curriculum guidance documents cover any of the following topic areas?

Check **one** circle for **ECED** programs, **AND one** circle for **PPE** programs.

	ECED programs		PPE programs	
	Yes	No	Yes	No
a) Socio-emotional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Physical development and health education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Oral language development and communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Reading and literacy skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Mathematics and numeracy skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Science including understanding the natural world (e.g., weather)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please specify below:				

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PIRLS 2016 Curriculum Questionnaire - Examinations

Examinations

G10. A. Does an educational authority in your country (e.g., National Ministry of Education) administer examinations that have consequences for individual students, such as moving to a higher grade, entry to a higher school system, entry to a university, and/or exiting or graduating from secondary school?

Check *one* circle only.

- Yes
 No

If Yes...

B. Please describe the grades at which the exams are given, the subjects that are assessed, 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."

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PIRLS 2016 Curriculum Questionnaire - Examinations

G11. A. Does your country have a policy on using student achievement to assign students to classes (e.g., streaming, tracking, setting)?

Check one circle only.

- Yes
- No

If Yes...

B. Please describe. Include whether this policy is used to assign students to language/reading classes and at what grade level or age assignment takes place.

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PIRLS 2016 Curriculum Questionnaire - Teacher Preparation

Teacher Preparation

G12. A. 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."

B. 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
a) Supervised practicum during the teacher education program	<input type="radio"/>	<input type="radio"/>
<i>If Yes...</i>		
How long is this period?		<input style="width: 150px;" type="text"/>
b) Passing a qualifying examination (e.g., licensing, certification)	<input type="radio"/>	<input type="radio"/>
c) Completion of a probationary teaching period	<input type="radio"/>	<input type="radio"/>
<i>If Yes...</i>		
How long is this period?		<input style="width: 150px;" type="text"/>
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"/>
e) Other	<input type="radio"/>	<input type="radio"/>
Please specify below:		

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PIRLS 2016 Curriculum Questionnaire - Teacher Preparation

C. In the last 10 years, has there been a change in the stated official policy about the requirements for being a teacher of students in the fourth grade?

Check *one* circle only.

- Yes
- No

If Yes...

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

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PIRLS 2016 Curriculum Questionnaire - Principal Preparation

Principal Preparation

G13. A. What is the main preparation route(s) for principals of schools with fourth grade students?

Example: "In addition to receiving their teaching qualifications, most principals have a degree in educational leadership."

B. According to the main principal preparation route, what are the current requirements for being a principal of a school with fourth grade students?

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

	Yes	No
a) Teaching experience	<input type="radio"/>	<input type="radio"/>
b) Completion of a specialized school leadership training program (including a school leadership degree program)	<input type="radio"/>	<input type="radio"/>
c) Other Please specify below:	<input type="radio"/>	<input type="radio"/>

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PIRLS 2016 Curriculum Questionnaire - Principal Preparation

C. In the last 10 years, has there been a change in the stated official policy about the requirements for being a principal of a school with fourth grade students?

Check *one* circle only.

- Yes
- No

If Yes...

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

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PIRLS 2016 Curriculum Questionnaire - READING MODULE

READING MODULE

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About the Fourth Grade Language/Reading Curriculum

Refers to the national curriculum that was in effect for the fourth grade students assessed in PIRLS 2016—the curriculum that covers language/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.

R1. 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

If Yes...

Comments:

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?

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PIRLS 2016 Curriculum Questionnaire - About the Fourth Grade Language/Reading Curriculum

R2. How is reading addressed in the curriculum?

Check one circle for each line.

	Yes	No
a) Reading is presented as part of the curriculum for language instruction	<input type="radio"/>	<input type="radio"/>
b) Reading is presented as a separate curriculum area	<input type="radio"/>	<input type="radio"/>
c) Reading is integrated across the curriculum	<input type="radio"/>	<input type="radio"/>

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R3. A. In what year was the 2015/2016 language/reading curriculum introduced?

Comments:

B. Is the language/reading curriculum currently being revised?

Check one circle only.

- Yes
- No

If Yes...

Please explain:

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PIRLS 2016 Curriculum Questionnaire - About the Fourth Grade Language/Reading Curriculum

If No...
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PIRLS 2016 Curriculum Questionnaire - About the Fourth Grade Language/Reading Curriculum

R4. For the primary/elementary school language/reading curriculum, what is the grade structure?

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

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PIRLS 2016 Curriculum Questionnaire - Curriculum Specifications

Curriculum Specifications

Refers to the national curriculum that was in effect for the fourth grade students assessed in PIRLS 2016—the curriculum that covers language/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.

R5. What does the language/reading curriculum prescribe?

Check one circle for each line.

- | | Yes | No |
|--|-----------------------|-----------------------|
| a) Percentage or amount of total instructional time to be devoted to language/reading instruction | <input type="radio"/> | <input type="radio"/> |
| <i>If Yes...</i> | | |
| Please specify the percentage: | | |
| <i>If the curriculum specifies the number of minutes/hours or the number of lessons, please convert to a percentage.</i> | | |
| | | <input type="text"/> |
| b) Goals and objectives | <input type="radio"/> | <input type="radio"/> |
| c) Instructional processes or methods | <input type="radio"/> | <input type="radio"/> |
| d) Materials (e.g., textbooks, instructional materials) | <input type="radio"/> | <input type="radio"/> |
| e) Assessment methods/activities | <input type="radio"/> | <input type="radio"/> |
| f) Other | <input type="radio"/> | <input type="radio"/> |
| Please specify below: | | |

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R6. How is the language/reading curriculum implementation evaluated?

Check one circle for each line.

	Yes	No
a) Visits by inspectors	<input type="radio"/>	<input type="radio"/>
b) Research programs	<input type="radio"/>	<input type="radio"/>
c) School self-evaluation	<input type="radio"/>	<input type="radio"/>
d) National or regional examinations	<input type="radio"/>	<input type="radio"/>
e) Other	<input type="radio"/>	<input type="radio"/>
Please specify below:		

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PIRLS 2016 Curriculum Questionnaire - Instructional Materials and Use of Technology

Instructional Materials and Use of Technology

Refers to the national curriculum that was in effect for the fourth grade students assessed in PIRLS 2016—the curriculum that covers language/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.

R7. A. Is there a process for approving the language/reading instructional materials?

Check *one* circle only.

- Yes
- No

If Yes...

Please describe the process, and what materials (e.g., textbooks, workbooks, online materials) must be approved through this process:

B. Is there a policy of encouraging teachers to find and develop language/reading materials other than those prescribed by the national curriculum?

Check *one* circle only.

- Yes
- No

If Yes...

Please describe the policy.

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C. Does the national curriculum contain statements/policies about the use of technology (e.g., computers, tablets, Internet) in language/reading instruction?

Check **one** circle only.

- Yes
- No

If Yes...

What are the statements/policies?

D. Is there a program to apply for funding to subsidize reading resources (e.g., library, instructional materials, technology)?

Check **one** circle only.

- Yes
- No

If Yes...

Please describe the program.

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E. Does your country (state, province) offer a national program targeting struggling readers in the fourth grade (e.g., Reading Recovery®)?

Check one circle only.

- Yes
- No

If Yes...

Please describe the program.

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Areas of Emphasis for the Language/Reading Curriculum

Refers to the national curriculum that was in effect for the fourth grade students assessed in PIRLS 2016—the curriculum that covers language/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.

R8. By the end of the fourth grade, how much are the following reading processes emphasized in the language/reading curriculum?

A. Focus on and retrieve explicitly stated information

Check **one** circle for each line.

	Major emphasis	Some emphasis	Little or no emphasis
a) Retrieve explicitly stated information from a sentence or phrase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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

Check **one** circle for each line.

	Major emphasis	Some emphasis	Little or no emphasis
a) Connect two or more pieces of information or ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Identify main ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Recognize plot sequences and character traits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C. Interpret and integrate ideas and information

Check **one** circle for each line.

	Major emphasis	Some emphasis	Little or no emphasis
a) Describe the overall message or theme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Compare information within and across texts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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

Check **one** circle for each line.

	Major emphasis	Some emphasis	Little or no emphasis
a) Describe the style or structure of text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Determine the author's perspective or intention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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PIRLS 2016 Curriculum Questionnaire - Areas of Emphasis for the Language/Reading Curriculum

R9. How much emphasis does the language/reading curriculum place on the following purposes for reading?

Check one circle for each line.

	Major emphasis	Some emphasis	Little or no emphasis
a) Reading to improve reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Reading for literary experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Reading to acquire information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Reading for enjoyment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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PIRLS 2016 Curriculum Questionnaire - Areas of Emphasis for the Language/Reading Curriculum

R10. How much emphasis does the language/reading curriculum place on digital reading?

Check one circle for each line.

	Major emphasis	Some emphasis	Little or no emphasis
a) Strategies for reading digital texts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Looking up information to research a topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Critical evaluation of Internet information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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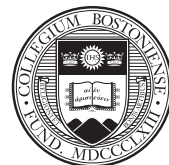
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