

TIMSS & PIRLS 2011 Curriculum Questionnaire

GENERAL MODULE

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

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)?

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".

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".

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

*Check **one** circle only.*

Yes---

No---

If Yes....

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

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....

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

1 year-----

2 years-----

3 years-----

More than 3 years----

If No....

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

Check **one** circle for each line.

	Yes	No
a) Public preprimary education -----	<input type="radio"/>	<input type="radio"/>
b) Licensed early childhood education providers-----	<input type="radio"/>	<input type="radio"/>
c) Other-----	<input type="radio"/>	<input type="radio"/>

Please specify:

Any other comments about preprimary education:

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

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

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

Example: "Grades 1-12".

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

*Check **one** circle only.*

Yes---

No---

If Yes....

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

*Check **one** circle only.*

Yes---

No---

Please describe:

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

*Check **one** circle only.*

Yes---

No---

Please describe:

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

Check **one** circle only.

Yes---

No---

Please describe:

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---

Please describe:

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

*Check **one** circle only.*

Yes---

No---

Please describe:

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 |
|--|-----------------------|-----------------------|
| a) Supervised practicum during the teacher education program-----
<i>If Yes...</i>
How long is this period? _____ | <input type="radio"/> | <input type="radio"/> |
| b) Passing a qualifying examination (e.g., licensing, certification)----- | <input type="radio"/> | <input type="radio"/> |
| c) Completion of a probationary teaching period-----
<i>If Yes...</i>
How long is this period? _____ | <input type="radio"/> | <input type="radio"/> |
| 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-----
Please specify:
_____ | <input type="radio"/> | <input type="radio"/> |

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.*

- | | Yes | No |
|--|-----------------------|-----------------------|
| a) Supervised practicum during the teacher education program-----
<i>If Yes...</i>
How long is this period? _____ | <input type="radio"/> | <input type="radio"/> |
| b) Passing a qualifying examination (e.g., licensing, certification)----- | <input type="radio"/> | <input type="radio"/> |
| c) Completion of a probationary teaching period-----
<i>If Yes...</i>
How long is this period? _____ | <input type="radio"/> | <input type="radio"/> |
| 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-----
Please specify:
_____ | <input type="radio"/> | <input type="radio"/> |

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 |
|----------------------|-----------------------|-----------------------|
| a) Language(s) ----- | <input type="radio"/> | <input type="radio"/> |
| b) Mathematics----- | <input type="radio"/> | <input type="radio"/> |
| c) Science----- | <input type="radio"/> | <input type="radio"/> |

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."

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---

If Yes...

What is the policy?

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

Example: "Teacher recommendations"

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---

If Yes...

What is the policy?

If No...

Comments:

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---

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

READING MODULE (PIRLS/PrePIRLS Module)

*To be completed by all countries participating
in PIRLS*

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---

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?

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 |
|---|-----------------------|-----------------------|
| 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"/> |

Comments:

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

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.

Comments:

B. Is the language/reading curriculum being revised?

*Check **one** circle only.*

Yes---

No---

If Yes...

Please explain:

If No...

Comments:

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.*

	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----- Please specify: _____	<input type="radio"/>	<input type="radio"/>

Comments:

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

*Check **one** circle only.*

Yes---

No---

If Yes...

Please describe the process:

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			
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			
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			
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			
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"/>

Comments:

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
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"/>

Comments:

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
a) Official publication containing the curriculum-----	<input type="radio"/>	<input type="radio"/>
b) Ministry notes and directives-----	<input type="radio"/>	<input type="radio"/>
c) Mandated or recommended textbooks-----	<input type="radio"/>	<input type="radio"/>
d) Instructional or pedagogical guide-----	<input type="radio"/>	<input type="radio"/>
e) Specifically developed or recommended instructional activities-----	<input type="radio"/>	<input type="radio"/>
f) Other-----	<input type="radio"/>	<input type="radio"/>

Please specify:

Comments:

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---

If Yes...

Please specify the percentage.

Comments:

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
a) Visits by inspectors/supervisors-----	<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 assessments-----	<input type="radio"/>	<input type="radio"/>
e) Other-----	<input type="radio"/>	<input type="radio"/>
Please specify: _____		

Comments: