

Identification Label

Teacher Name:

Class Name:

Teacher ID:

Teacher Link #:

Progress in International Reading Literacy Study

PIRLS 2006

TEACHER QUESTIONNAIRE



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Evaluation of Educational Achievement

<PIRLS National Research Center Name>
<Address>

Teacher Questionnaire

Your school has agreed to participate in the IEA Progress in International Reading Literacy Study (PIRLS), an educational research project sponsored by the International Association for the Evaluation of Educational Achievement (IEA). PIRLS is investigating children's reading literacy in about 40 countries around the world. It is designed to measure and interpret differences in national education systems in order to help improve the teaching and learning of reading worldwide.

This questionnaire is addressed to teachers of <fourth-grade> students, who are asked to supply information about their academic and professional backgrounds, classroom resources, and the instructional materials and activities used to teach reading and promote the development of students' reading skills and strategies. Since your class has been selected as part of a nationwide sample, your responses are very important in helping to describe reading education in <country>.

Some of the questions in this questionnaire refer to "this class." This is the class which is identified on the front of this booklet, and which will be tested as part of PIRLS in your school.

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 it will require approximately 30 minutes to complete this questionnaire. We appreciate the time and effort that this takes and thank you for your cooperation and your 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 2006

Students in this Class

1

a. How many students are in this class?

_____ students
Write in a number.

b. How many of the students in #1a are in <fourth grade>?

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

Questions 2-6 ask about the <fourth-grade> students in this class.

2

By the end of the school year how many years in total will you have been teaching the <fourth-grade> students in this class?

Check one circle only.

- One year or less ----
- Two years ----
- Three years ----
- Four years or more ----

3

According to your experience, how would you describe the reading level of the <fourth-grade> students in this class?

Check one circle only.

- Most are above average ----
- Most are average ----
- Most are below average ----
- Reading level varies greatly ----

4

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

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

5

a. How many students need <remedial> instruction in reading?

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

b. How many of the students in #5a receive <remedial> instruction in reading?

_____ students
Write in a number.


6

a. Is there any provision for <enrichment> reading instruction in your school?

Check one circle only.

Yes ----

No ----

(If No, go to #7) 

If Yes...

b. How many students receive <enrichment> reading instruction because they are advanced readers?

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

7

In a typical school week, what percentage of your time in class with students do you devote to the following activities?

Write a percentage for each.

- a) Teaching the class as a whole----- %
- b) Working with individual students or small groups ----- %
- c) Administrative duties (e.g., attendance)----- %
- d) Maintaining discipline ----- %
- e) Other duties ----- %

Total = 100 %

Questions 8-9 ask about <language of test> language instruction for the <fourth-grade> students in this class.

8

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. 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.

c. Is any of the time in #8b explicitly for formal reading instruction?

Check **one** circle only.

Yes ----

No ----

(If No, go to #9)

If Yes...

d. How much time is explicitly for formal reading instruction?

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

9

How often do you have reading instruction and/or do reading activities with the students?

Check **one** circle only.

Every day ----

Three or four days a week ----

Fewer than three days a week ----

10

Besides you, do any other teachers teach the <fourth-grade> students in this class for a significant portion of the school week?

Check **one** circle only.

No, I am the students' teacher for all or most of the school week -----

Yes, the students have specialist teachers for core subjects (e.g., math, science, language)-----

Yes, I share teaching responsibilities with one other teacher (e.g., team teaching, job sharing)-----

Other -----

Questions 11-17 ask about reading instruction for the <fourth-grade> students in this class.

11

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.

Always or almost always
Often
Sometimes
Never

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 -----

12

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

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) Textbooks-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Reading series (e.g., basal readers, graded readers)-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Workbooks or worksheets ----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Children's newspapers and/or magazines -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Computer software for reading instruction (e.g., CD, DVD)-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Reading material on the Internet (Web pages) -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) A variety of children's books (e.g., novels, collections of stories, non-fiction)-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Materials from other subjects -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) Materials written by students-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13

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?

Check **one** circle for each line.

	Everyday or almost every day	Once or twice a week	Once or twice a month	Never or almost never
a) Short stories (e.g., fables, fairy tales, action stories, science fiction, detective stories) -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Longer books with chapters (fiction) -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Poems -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Plays-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Descriptions and explanations about things, people, or events (non-fiction) -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Instructions or manuals about how things work -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Charts, diagrams, graphs -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14

Which of these best describes how you use reading instructional materials for students at different reading levels?

Check **one** circle only.

- I use the same materials with all students because all students are at the same reading level -----
- I use the same materials with students at different reading levels, but have the students work at different speeds-----
- I use the same materials with all students regardless of reading level and have students work at the same speed -----
- I use different materials with students at different reading levels-----

15

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 -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Ask students to read aloud to the whole class -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Ask students to read aloud in small groups or pairs -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Ask students to read silently on their own -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Ask students to read along silently while other students read aloud -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Give students time to read books of their own choosing -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Teach or model for students different reading strategies (for example, skimming/scanning, self-monitoring) -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Teach students strategies for decoding sounds and words -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) Teach students new vocabulary systematically -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) Help students understand new vocabulary in texts they are reading -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16

After students have read something, how often do you ask them to 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) Answer reading comprehension questions in a workbook or on a worksheet about what they have read -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Write something about or in response to what they have read -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Answer oral questions about or orally summarize what they have read -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Talk with each other about what they have read -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Do a project about what they have read (e.g., a play or art project) -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Take a written quiz or test about what they have read -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17

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.

	Every day or almost every day	Once or twice a week	Once or twice a month	Never or almost never
a) Identify the main ideas of what they have read-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Explain or support their understanding of what they have read-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Compare what they have read with experiences they have had-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Compare what they have read with other things they have read-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Make predictions about what will happen next in the text they are reading-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Make generalizations and draw inferences based on what they have read-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Describe the style or structure of the text they have read-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18

Are computers available for use by your class?

Yes ----

No ---- (If No, go to #19)

If Yes,

a. Where are computers available for use by your class?

Check **one** circle for each line.

	Yes	No
a) One or more computers available in the classroom-----	<input type="radio"/>	<input type="radio"/>
b) Available elsewhere in the school or nearby-----	<input type="radio"/>	<input type="radio"/>

b. Do any of the computers have access to the Internet (e-mail or World Wide Web)?

Check **one** circle only.

Yes ----

No ----

c. How often do you have students do the following computer activities?

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 on the Internet-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) E-mail or chat with other students about what they are learning-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Read stories or other texts on the computer-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Use instructional software to develop reading skills and strategies-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Use the computer to write stories or other texts-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Use the internet to do projects with students in other schools or countries-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19

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

Check **one** circle only.

Yes ----

No ---- 
(If No, go to #20)

If Yes,

a. About how many books and magazines with different titles are in your *classroom* library?

_____ different titles of books
Write in a number.

_____ magazines
Write in a number. (Count each title only once)

b. 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 ----

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

Check **one** circle only.

Yes ----

No ----

20

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

Check **one** circle only.

Every day or almost every day ---

Once or twice a week ----

Once or twice a month ----

Never or almost never ----


Homework

Questions 21-22 ask about homework for the <fourth-grade> students in this class.

21

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 #23) 
- Less than once a week ----
- 1 or 2 times a week ----
- 3 or 4 times a week ----
- Every day ----

22

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 ----

Reading Difficulties

Questions 23-24 ask about how you deal with reading difficulties of <fourth-grade> students in this class.

23

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

Check **one** circle for each line.

- Always
Sometimes
Never
- a) A <reading specialist> is available to work in my classroom with those students-----
- b) A <reading specialist> is available to work in a <remedial reading classroom> with those students-----
- c) A teacher-aide or other adult is available to work in my classroom with those students-----
- d) Other professionals (e.g., learning specialist, speech therapist) are available to work with those students-----

24

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

Check **one** circle for each line.

- Yes No
- a) I wait to see if performance improves with maturation-----
 - b) I spend more time working on reading individually with that student -----
 - c) I have other students work on reading with the student having difficulty-----
 - d) I have the student work in the regular classroom with a teacher-aide -----
 - e) I have the student work in the regular classroom with a <reading specialist> -----
 - f) I have the student work in a remedial reading classroom with a <reading specialist> -----
 - g) I assign homework to help the student catch up-----
 - h) I ask the parents to help the student with reading-----

Questions 25-27 ask about assessment for the <fourth-grade> students in this class.

25

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

Check **one** circle for each line.

- Major emphasis Some emphasis
Little or no emphasis
- a) Diagnostic reading tests (including miscue analysis)-----
 - b) Classroom tests (for example, teacher-made or textbook tests)-----
 - c) National or regional achievement tests -----
 - d) Your professional judgment -----

26

a. How often do you use each of the following to assess students' performance in reading?

Check **one** circle for each line.

At least once a week
Once or twice a month
Once or twice a year
Never

a) Multiple-choice questions on material read -----

b) Short-answer written questions on material read ---

c) Paragraph-length written responses about what students have read-----

d) Listening to students read aloud -----

e) Oral questioning of students -

f) Students give an oral summary/report of what they have read -----

g) Meeting with students to discuss what they have been reading and work they have done -----

b. How do you use this information?

Check **one** circle for each line.

Yes
No

a) To assign marks or grades -----

b) To adapt my instruction -----

c) To inform parents of student progress -----

d) To identify students in need of remedial instruction -----

e) To group students for instruction -----

f) To provide data for national or local monitoring -----

27

How much are portfolios (collection of samples of students' work, a reading log, etc.) a part of your assessment of students' progress in reading?

Check **one** circle only.

Major source ----

Supplementary source ----

Do not use at all ----

28

For the typical <fourth-grade> 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

a) Meet or talk individually with the child's parents to discuss his/her progress in reading ---

b) Send a progress report on the child's reading home to his/her parents -----

29

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

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

30

By the end of this school year, how many years in total will you have been teaching <fourth grade>?

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

31

How old are you?

Check **one** circle only.

Under 25 ----

25-29 ----

30-39 ----

40-49 ----

50-59 ----

60 or more ----

32

Are you female or male?

Female ----

Male ----

33

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 ----

34

Are you certified to teach?

Check **one** circle only.

- Yes ----
- No ----

(If No, go to #35)

If Yes...

What type of license or certificate do you hold?

Check **one** circle only.

- <Full certificate> ----
- <Provisional certificate> ----
- <Emergency certificate> ----
- Other ----

35

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

Check **one** circle for each line.

- Not at all
- Overview or introduction to topic
- It was an area of emphasis
- a) <Language of test> language-----
 - b) Literature -----
 - c) Pedagogy/teaching reading---
 - d) Psychology-----
 - e) Remedial reading-----
 - f) Reading theory -----
 - g) Children's language development -----
 - h) Special education-----
 - i) Second language learning ----

36

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 ----

37

For your professional development, about how often do you read each of the following?

Check **one** circle for each line.

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

a) Books or professional journals related to teaching in general -----

b) Books or professional journals related to teaching reading -----

c) Children's books -----

38

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

Check **one** circle only.

Every day or almost every day ---

Once or twice a week ----

Once or twice a month ----

Never or almost never ----

39

Do you work full time or part time?

Check **one** circle only.

Full time ----

Part time ----

40

Where do you prepare materials for instruction?

Check **one** circle only.

Only at home ----

Mostly at home ----

About equally at home and at school ----

Mostly at school ----

Only at school ----

41

How much do you agree with the following statements?

Check **one** circle for each line.

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

a) I am content with my profession as a teacher -----

b) I am satisfied with being a teacher at this school -----

c) I would describe the teachers at this school as a satisfied group -----

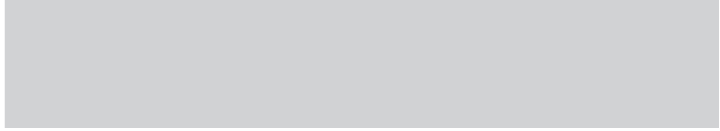
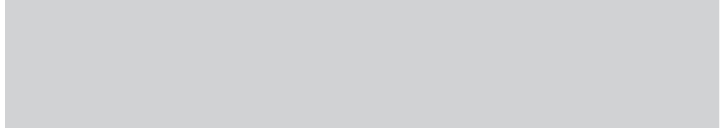
d) I had more enthusiasm when I began teaching than I have now -----

e) I do important work as a teacher -----

42

About how long did it take you complete this questionnaire?

_____ minutes
Write in a number.



Thank You

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

Notes

TIMSS & PIRLS International Study Center

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**BOSTON
COLLEGE**

Progress in International Reading Literacy Study

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TEACHER QUESTIONNAIRE



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