

PROGRESS IN INTERNATIONAL READING LITERACY STUDY

PIRLS

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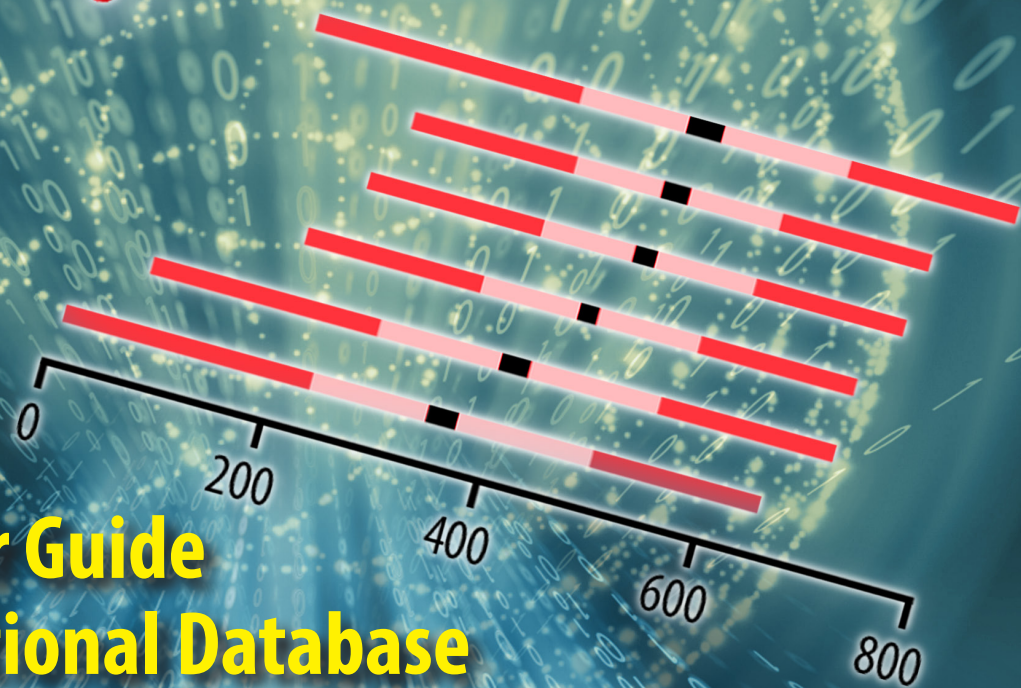
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PIRLS 2016 User Guide for the International Database

SUPPLEMENT 1

International Version of the PIRLS 2016
Context Questionnaires



TIMSS & PIRLS
International Study Center
Lynch School of Education
BOSTON COLLEGE

Supplement 1

International Version of the PIRLS 2016 Context Questionnaires

Overview

The PIRLS 2016 International Database includes data for all questionnaires administered as part of the PIRLS 2016 assessments. This supplement contains the international version of the PIRLS 2016 context questionnaires in the following six sections:

Section 1:	Student Questionnaire
Section 2:	ePIRLS Questionnaire
Section 3:	Home Questionnaire (Learning to Read Survey)
Section 4:	Teacher Questionnaire
Section 5:	School Questionnaire
Section 6:	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 S1.6 list the questions for each of the PIRLS 2016 questionnaires. For each question, the exhibits provide the questionnaire number, the corresponding variable name, and the question text, as well as whether the question is considered to be “trend”—whether a comparable question was asked in 2011.

The PIRLS 2016 context 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 (e.g., <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 context questionnaires are documented in [Supplement 2](#).

The PIRLS 2016 International Database also includes data for derived variables used to report background data in the [PIRLS 2016 International Results in Reading](#) and [ePIRLS 2016 International Results in Online Informational Reading](#) reports. Procedures for deriving these variables are described in [Supplement 3](#).

PIRLS
2016

**PIRLS 2016 User Guide
for the International Database**

Section 1: **Student Questionnaire**

Exhibit S1.1: Index of International Background Variables for the PIRLS 2016 Student Questionnaire

PIRLS 2016 Question Number	PIRLS 2016 Variable Name	PIRLS 2016 Variable Description (See questionnaire for full item text)	PIRLS 2011 Variable Name	Notes
SQG-01	ASBG01	Are you a girl or a boy?	ASBG01	
SQG-02a	ASBG02A	When were you born? Month	ASBG02A	
SQG-02b	ASBG02B	When were you born? Year	ASBG02B	
SQG-03	ASBG03	How often do you speak <language of test> at home?	ASBG03	Modified response options in 2016
SQG-04	ASBG04	About how many books are there in your home? (Do not count magazines, newspapers, or your school books.)	ASBG04	
SQG-05a	ASBG05A	Do you have any of these things at your home? A computer or tablet	ASBG05A	Modified wording in 2016
SQG-05b	ASBG05B	Do you have any of these things at your home? Study desk/table for your use	ASBG05B	
SQG-05c	ASBG05C	Do you have any of these things at your home? Your own room	ASBG05D	
SQG-05d	ASBG05D	Do you have any of these things at your home? Internet connection	ASBG05E	
SQG-05e	ASBG05E	Do you have any of these things at your home? <country-specific indicator of wealth>		
SQG-05f	ASBG05F	Do you have any of these things at your home? <country-specific indicator of wealth>		
SQG-05g	ASBG05G	Do you have any of these things at your home? <country-specific indicator of wealth>		
SQG-05h	ASBG05H	Do you have any of these things at your home? <country-specific indicator of wealth>		
SQG-06	ASBG06	About how often are you absent from school?		
SQG-07a	ASBG07A	How often do you feel this way when you arrive at school? I feel tired		
SQG-07b	ASBG07B	How often do you feel this way when you arrive at school? I feel hungry		
SQG-08	ASBG08	How often do you eat breakfast on school days?		
SQG-09a	ASBG09A	How often do you use a computer or tablet in each of these places for schoolwork? At home		
SQG-09b	ASBG09B	How often do you use a computer or tablet in each of these places for schoolwork? At school		
SQG-09c	ASBG09C	How often do you use a computer or tablet in each of these places for schoolwork? Some other place		
SQG-10a	ASBG10A	How much time do you spend using a computer or tablet to do these activities for your schoolwork on a normal school day? Finding and reading information		
SQG-10b	ASBG10B	How much time do you spend using a computer or tablet to do these activities for your schoolwork on a normal school day? Preparing reports and presentations		
SQG-11a	ASBG11A	How much time do you spend each day using a computer or tablet for any of the following activities? Playing games		
SQG-11b	ASBG11B	How much time do you spend each day using a computer or tablet for any of the following activities? Watching videos		
SQG-11c	ASBG11C	How much time do you spend each day using a computer or tablet for any of the following activities? Chatting		
SQG-11d	ASBG11D	How much time do you spend each day using a computer or tablet for any of the following activities? Surfing the Internet		
SQG-12a	ASBG12A	What do you think about your school? Tell how much you agree with these statements. I like being in school	ASBG08A	
SQG-12b	ASBG12B	What do you think about your school? Tell how much you agree with these statements. I feel safe when I am at school	ASBG08B	
SQG-12c	ASBG12C	What do you think about your school? Tell how much you agree with these statements. I feel like I belong at this school	ASBG08C	

Exhibit S1.1: Index of International Background Variables for the PIRLS 2016 Student Questionnaire (Continued)

PIRLS 2016 Question Number	PIRLS 2016 Variable Name	PIRLS 2016 Variable Description (See questionnaire for full item text)	PIRLS 2011 Variable Name	Notes
SQG-12d	ASBG12D	What do you think about your school? Tell how much you agree with these statements. Teachers at my school are fair to me		
SQG-12e	ASBG12E	What do you think about your school? Tell how much you agree with these statements. I am proud to go to this school		
SQG-13a	ASBG13A	During this year, how often have other students from your school done any of the following things to you? Made fun of me or called me names		
SQG-13b	ASBG13B	During this year, how often have other students from your school done any of the following things to you? Left me out of their games or activities		
SQG-13c	ASBG13C	During this year, how often have other students from your school done any of the following things to you? Spread lies about me		
SQG-13d	ASBG13D	During this year, how often have other students from your school done any of the following things to you? Stole something from me		
SQG-13e	ASBG13E	During this year, how often have other students from your school done any of the following things to you? Hit or hurt me		
SQG-13f	ASBG13F	During this year, how often have other students from your school done any of the following things to you? Made me do things I didn't want to do		
SQG-13g	ASBG13G	During this year, how often have other students from your school done any of the following things to you? Shared embarrassing information about me		
SQG-13h	ASBG13H	During this year, how often have other students from your school done any of the following things to you? Threatened me		
SQR-01a	ASBR01A	Think about the reading you do for school. How much do you agree with these statements about your reading lessons? I like what I read about in school	ASBR05A	
SQR-01b	ASBR01B	Think about the reading you do for school. How much do you agree with these statements about your reading lessons? My teacher gives me interesting things to read	ASBR05B	
SQR-01c	ASBR01C	Think about the reading you do for school. How much do you agree with these statements about your reading lessons? I know what my teacher expects me to do	ASBR05C	
SQR-01d	ASBR01D	Think about the reading you do for school. How much do you agree with these statements about your reading lessons? My teacher is easy to understand	ASBR05E	
SQR-01e	ASBR01E	Think about the reading you do for school. How much do you agree with these statements about your reading lessons? I am interested in what my teacher says	ASBR05F	
SQR-01f	ASBR01F	Think about the reading you do for school. How much do you agree with these statements about your reading lessons? My teacher encourages me to say what I think about what I have read		
SQR-01g	ASBR01G	Think about the reading you do for school. How much do you agree with these statements about your reading lessons? My teacher lets me show what I have learned		
SQR-01h	ASBR01H	Think about the reading you do for school. How much do you agree with these statements about your reading lessons? My teacher does a variety of things to help us learn		
SQR-01i	ASBR01I	Think about the reading you do for school. How much do you agree with these statements about your reading lessons? My teacher tells me how to do better when I make a mistake		
SQR-02a	ASBR02A	In school, how often do these things happen? I read silently on my own	ASBR06A	
SQR-02b	ASBR02B	In school, how often do these things happen? I read things that I choose myself	ASBR06B	
SQR-02c	ASBR02C	In school, how often do these things happen? My teacher asks us in class to talk about what we have read		
SQR-03	ASBR03	How often do you borrow books (including ebooks) from your <school or local library>?	ASBR04	Modified wording in 2016
SQR-04	ASBR04	How much time do you spend reading outside of school on a normal school day?	ASBR01	
SQR-05a	ASBR05A	How often do you do these things outside of school? I read for fun	ASBR02A	

Exhibit S1.1: Index of International Background Variables for the PIRLS 2016 Student Questionnaire (Continued)

PIRLS 2016 Question Number	PIRLS 2016 Variable Name	PIRLS 2016 Variable Description (See questionnaire for full item text)	PIRLS 2011 Variable Name	Notes
SQR-05b	ASBR05B	How often do you do these things outside of school? I read to find out about things I want to learn	ASBR02C	
SQR-06a	ASBR06A	What do you think about reading? Tell how much you agree with each of these statements. I like talking about what I read with other people	ASBR07B	
SQR-06b	ASBR06B	What do you think about reading? Tell how much you agree with each of these statements. I would be happy if someone gave me a book as a present	ASBR07C	
SQR-06c	ASBR06C	What do you think about reading? Tell how much you agree with each of these statements. I think reading is boring	ASBR07D	
SQR-06d	ASBR06D	What do you think about reading? Tell how much you agree with each of these statements. I would like to have more time for reading	ASBR07E	
SQR-06e	ASBR06E	What do you think about reading? Tell how much you agree with each of these statements. I enjoy reading	ASBR07F	
SQR-06f	ASBR06F	What do you think about reading? Tell how much you agree with each of these statements. I learn a lot from reading	ASBR09D	Modified wording in 2016
SQR-06g	ASBR06G	What do you think about reading? Tell how much you agree with each of these statements. I like to read things that make me think	ASBR09A	Modified wording in 2016
SQR-06h	ASBR06H	What do you think about reading? Tell how much you agree with each of these statements. I like it when a book helps me imagine other worlds	ASBR09F	Modified wording in 2016
SQR-07a	ASBR07A	How well do you read? Tell how much you agree with each of these statements. I usually do well in reading	ASBR08A	
SQR-07b	ASBR07B	How well do you read? Tell how much you agree with each of these statements. Reading is easy for me	ASBR08B	
SQR-07c	ASBR07C	How well do you read? Tell how much you agree with each of these statements. I have trouble reading stories with difficult words	ASBR08E	
SQR-07d	ASBR07D	How well do you read? Tell how much you agree with each of these statements. Reading is harder for me than for many of my classmates	ASBR08C	
SQR-07e	ASBR07E	How well do you read? Tell how much you agree with each of these statements. Reading is harder for me than any other subject	ASBR08G	
SQR-07f	ASBR07F	How well do you read? Tell how much you agree with each of these statements. I am just not good at reading		



Identification Label

PROGRESS IN INTERNATIONAL READING LITERACY STUDY

Student Questionnaire

<Grade 4>

<PIRLS National Research Center Name>

<Address>



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

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 --

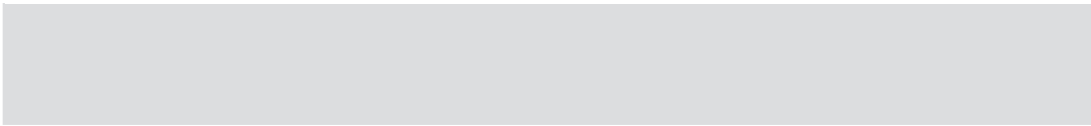
Example 2 is another kind of question you will find in this booklet.

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

When were you born?

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

ASBG02A

ASBG02B

a) Month

b) Year

January --

2003 --

February --

2004 --

March --

2005 --

April --

2006 --

May --

2007 --

June --

2008 --

July --

2009 --

August --

Other --

September --

October --

November --

December --

G3

How often do you speak <language of test> at home?

ASBG03

*Fill **one** circle only.*

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

I 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 --

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



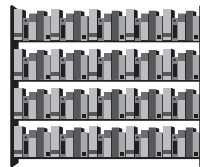
Enough to fill one shelf (11–25 books) --

This shows 25 books



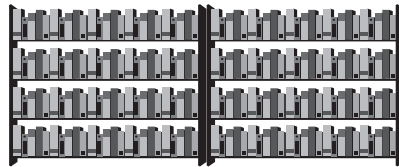
Enough to fill one bookcase
(26–100 books) --

This shows 100 books



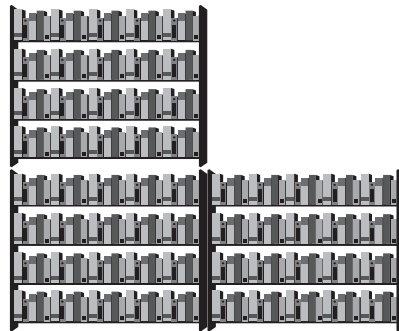
Enough to fill two bookcases
(101–200 books) --

This shows 200 books



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

This shows more than 200 books

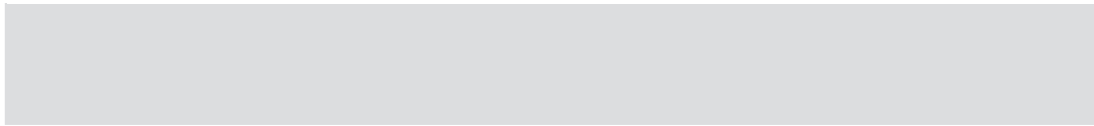


G5

Do you have any of these things at your home?

*Fill **one** circle for each line.*

		Yes	No
		↓	↓
ASBG05A	a) A computer or tablet	<input type="radio"/>	<input type="radio"/>
ASBG05B	b) Study desk/table for your use	<input type="radio"/>	<input type="radio"/>
ASBG05C	c) Your own room	<input type="radio"/>	<input type="radio"/>
ASBG05D	d) Internet connection	<input type="radio"/>	<input type="radio"/>
ASBG05E	e) <country-specific indicator of wealth>	<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"/>



G6

About how often are you absent from school?

ASBG06

Fill *one* circle only.

- Once a week --
- Once every two weeks --
- Once a month --
- Never or almost never --

G7

How often do you feel this way when you arrive at school?

ASBG07A

ASBG07B

Fill *one* circle for each line.

- | | Every day | Almost every day | Sometimes | Never |
|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a) I feel tired | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) I feel hungry | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

G8

How often do you eat breakfast on school days?

ASBG08

*Fill **one** circle only.*

- Every day --
- Most days --
- Sometimes --
- Never or almost never --

G9

How often do you use a computer or tablet in each of these places for schoolwork (including classroom tasks, homework, or studying outside of class)?

*Fill **one** circle for each line.*

ASBG09A

a) At home -----

ASBG09B

b) At school -----

ASBG09C

c) Some other place -----

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



G10

How much time do you spend using a computer or tablet to do these activities for your schoolwork on a normal school day?

Fill **one** circle for each line.

		No time	30 minutes or less	More than 30 minutes
ASBG10A	a) Finding and reading information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG10B	b) Preparing reports and presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

G11

How much time do you spend each day using a computer or tablet for any of the following activities?

Fill **one** circle for each line.

		No time	Less than 30 minutes	30 minutes up to 1 hour	From 1 hour up to 2 hours	2 hours or more
ASBG11A	a) Playing games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG11B	b) Watching videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG11C	c) Chatting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG11D	d) Surfing the Internet -	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Your School

G12

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
ASBG12A	a) I like being in school	○	○	○	○
ASBG12B	b) I feel safe when I am at school	○	○	○	○
ASBG12C	c) I feel like I belong at this school	○	○	○	○
ASBG12D	d) Teachers at my school are fair to me	○	○	○	○
ASBG12E	e) I am proud to go to this school	○	○	○	○

G13

During this year, how often have other students from your school done any of the following things to you (including through texting or the Internet)?

Fill **one** circle for each line.

		At least once a week	Once or twice a month	A few times a year	Never
ASBG13A	a) Made fun of me or called me names	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG13B	b) Left me out of their games or activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG13C	c) Spread lies about me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG13D	d) Stole something from me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG13E	e) Hit or hurt me (e.g., shoving, hitting, kicking)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG13F	f) Made me do things I didn't want to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG13G	g) Shared embarrassing information about me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG13H	h) Threatened me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Lessons about reading

R1

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
		↓	↓	↓	↓
ASBR01A	a) I like what I read about in school ---	○	○	○	○
ASBR01B	b) My teacher gives me interesting things to read -----	○	○	○	○
ASBR01C	c) I know what my teacher expects me to do -----	○	○	○	○
ASBR01D	d) My teacher is easy to understand --	○	○	○	○
ASBR01E	e) I am interested in what my teacher says -----	○	○	○	○
ASBR01F	f) My teacher encourages me to say what I think about what I have read -----	○	○	○	○
ASBR01G	g) My teacher lets me show what I have learned-----	○	○	○	○
ASBR01H	h) My teacher does a variety of things to help us learn -----	○	○	○	○
ASBR01I	i) My teacher tells me how to do better when I make a mistake -----	○	○	○	○

Reading in school

R2

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
ASBR02A	a) I read silently on my own -----	<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) My teacher asks us in class to talk about what we have read -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Using the library

R3

ASBR03

How often do you borrow books (including ebooks)
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 --

Reading outside of school

R4

ASBR04

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 --

R5

How often do you do these things outside of school?

Fill one circle for each line.

ASBR05A

ASBR05B

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

What you think about reading

R6

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
ASBR06A	a) I like talking about what I read with other people	○	○	○	○
ASBR06B	b) I would be happy if someone gave me a book as a present	○	○	○	○
ASBR06C	c) I think reading is boring	○	○	○	○
ASBR06D	d) I would like to have more time for reading	○	○	○	○
ASBR06E	e) I enjoy reading	○	○	○	○
ASBR06F	f) I learn a lot from reading	○	○	○	○
ASBR06G	g) I like to read things that make me think	○	○	○	○
ASBR06H	h) I like it when a book helps me imagine other worlds	○	○	○	○

R7

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

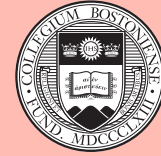
Fill *one* circle for each line.

		Agree a lot	Agree a little	Disagree a little	Disagree a lot
ASBR07A	a) I usually do well in reading	○	○	○	○
ASBR07B	b) Reading is easy for me	○	○	○	○
ASBR07C	c) I have trouble reading stories with difficult words	○	○	○	○
ASBR07D	d) Reading is harder for me than for many of my classmates	○	○	○	○
ASBR07E	e) Reading is harder for me than any other subject	○	○	○	○
ASBR07F	f) I am just not good at reading	○	○	○	○



Thank You!

Thank you for filling out the questionnaire!



BOSTON
COLLEGE

PIRLS
2016

PROGRESS IN INTERNATIONAL READING LITERACY STUDY

Student Questionnaire

<Grade 4>



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for the Evaluation of
Educational Achievement

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**PIRLS 2016 User Guide
for the International Database**

Section 2: **ePIRLS** **Questionnaire**

Exhibit S1.2: Index of International Background Variables for the ePIRLS 2016 Questionnaire

ePIRLS 2016 Question Number	ePIRLS 2016 Variable Name	ePIRLS 2016 Variable Description (See questionnaire for full item text)
ePQ-01	ASBE01	About how much time do you spend using a computer each day?
ePQ-02	ASBE02	About how much time do you spend each day finding and reading information on the internet?
ePQ-03a	ASBE03A	How much do you agree with these statements? I am good at using a computer
ePQ-03b	ASBE03B	How much do you agree with these statements? I am good at typing
ePQ-03c	ASBE03C	How much do you agree with these statements? It is easy for me to find information on the Internet
ePQ-04a	ASBE04A	Who mainly taught you the following things? Using a computer
ePQ-04b	ASBE04B	Who mainly taught you the following things? Typing
ePQ-04c	ASBE04C	Who mainly taught you the following things? Finding information on the Internet

ePIRLS Online Reading 2016



ePIRLS 2016 Student Questionnaire

ASBE01

1. About how much time do you spend using a computer each day?

Less than 30 minutes

30 minutes up to 1 hour

From 1 hour up to 2 hours

2 hours or more

Next →



ePIRLS Online Reading 2016



ePIRLS 2016 Student Questionnaire

ASBE02

2. About how much time do you spend each day finding and reading information on the internet?

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

← Back

Next →



ePIRLS Online Reading 2016



ePIRLS 2016 Student Questionnaire

3. How much do you agree with these statements?

Click on one button for each row.

		Agree a lot	Agree a little	Disagree a little	Disagree a lot
ASBE03A	a) I am good at using a computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBE03B	b) I am good at typing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBE03C	c) It is easy for me to find information on the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

← Back

Next →



ePIRLS Online Reading 2016



ePIRLS 2016 Student Questionnaire

4. Who mainly taught you the following things?

Click on one button for each row.

	I mainly taught myself	My teachers	My family	My friends	I have never learned this
ASBE04A a) Using a computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBE04B b) Typing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBE04C c) Finding information on the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

← Back

Next →



ePIRLS Online Reading 2016



ePIRLS 2016 Student Questionnaire

Click the **BACK** button to review your answers.
Click the **SUBMIT** button to finish the survey.

← Back

Submit

ePIRLS Online Reading 2016



ePIRLS 2016 Student Questionnaire

Well done!

You have now completed the
ePIRLS online reading assessment.



PIRLS
2016

**PIRLS 2016 User Guide
for the International Database**

Section 3:
Home
Questionnaire
(Learning to Read Survey)

Exhibit S1.3: Index of International Background Variables for the PIRLS 2016 Home Questionnaire (Learning to Read Survey)

PIRLS 2016 Question Number	PIRLS 2016 Variable Name	PIRLS 2016 Variable Description (See questionnaire for full item text)	PIRLS 2011 Variable Name	Notes
HQ-01a	ASBH01A	This survey was completed by: Female caregiver(s) (mother, stepmother, grandmother, guardian)	ASBH01A	Modified wording in 2016
HQ-01b	ASBH01B	This survey was completed by: Male caregiver(s) (father, stepfather, grandfather, guardian)	ASBH01B	Modified wording in 2016
HQ-01c	ASBH01C	This survey was completed by: Other	ASBH01C	
HQ-02a	ASBH02A	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? Read books	ASBH02A	
HQ-02b	ASBH02B	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? Tell stories	ASBH02B	
HQ-02c	ASBH02C	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? Sing songs	ASBH02C	
HQ-02d	ASBH02D	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? Play with alphabet toys	ASBH02D	
HQ-02e	ASBH02E	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? Talk about things you had done	ASBH02E	
HQ-02f	ASBH02F	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? Talk about what you had read	ASBH02F	
HQ-02g	ASBH02G	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? Play word games	ASBH02G	
HQ-02h	ASBH02H	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? Write letters or words	ASBH02H	
HQ-02i	ASBH02I	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? Read aloud signs and labels	ASBH02I	
HQ-02j	ASBH02J	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? Say counting rhymes or sing counting songs	ASBH02J	
HQ-02k	ASBH02K	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? Play with number toys	ASBH02K	
HQ-02l	ASBH02L	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? Count different things	ASBH02L	
HQ-02m	ASBH02M	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? Play games involving shapes	ASBH02M	
HQ-02n	ASBH02N	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? Play with building blocks or construction toys	ASBH02N	
HQ-02o	ASBH02O	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? Play board or card games	ASBH02O	Modified wording in 2016
HQ-02p	ASBH02P	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? Write numbers		

Exhibit S1.3: Index of International Background Variables for the PIRLS 2016 Home Questionnaire (Learning to Read Survey) (Continued)

PIRLS 2016 Question Number	PIRLS 2016 Variable Name	PIRLS 2016 Variable Description (See questionnaire for full item text)	PIRLS 2011 Variable Name	Notes
HQ-03A	ASBH03A	Was your child born in <country of test>?		
HQ-03B	ASBH03B	If No, How old was your child when he/she came to <country of test>?		
HQ-04a	ASBH04A	What language did your child speak before he/she began school? <language of test>		
HQ-04b	ASBH04B	What language did your child speak before he/she began school? <country-specific>		
HQ-04c	ASBH04C	What language did your child speak before he/she began school? <country-specific>		
HQ-04d	ASBH04D	What language did your child speak before he/she began school? <country-specific>		
HQ-04e	ASBH04E	What language did your child speak before he/she began school? <country-specific>		
HQ-04f	ASBH04F	What language did your child speak before he/she began school? Other		
HQ-05Aa	ASBH05AA	Did your child attend the following before <first grade>? Early childhood educational program or center for children under age 3		
HQ-05Ab	ASBH05AB	Did your child attend the following before <first grade>? Pre-primary educational program for children age 3 or older, including <Kindergarten>		
HQ-05B	ASBH05B	Approximately, how long was your child in these programs altogether?	ASBH04B	Modified wording and response options in 2016
HQ-06	ASBH06	How old was your child when he/she began the <first grade> of primary/elementary school?	ASBH05	Modified wording in 2016
HQ-07a	ASBH07A	How well could your child do the following when he/she began the <first grade> of primary/elementary school? Recognize most of the letters of the alphabet	ASBH06A	Modified wording in 2016
HQ-07b	ASBH07B	How well could your child do the following when he/she began the <first grade> of primary/elementary school? Read some words	ASBH06B	Modified wording in 2016
HQ-07c	ASBH07C	How well could your child do the following when he/she began the <first grade> of primary/elementary school? Read sentences	ASBH06C	Modified wording in 2016
HQ-07d	ASBH07D	How well could your child do the following when he/she began the <first grade> of primary/elementary school? Read a story		
HQ-07e	ASBH07E	How well could your child do the following when he/she began the <first grade> of primary/elementary school? Write letters of the alphabet	ASBH06D	Modified wording in 2016
HQ-07f	ASBH07F	How well could your child do the following when he/she began the <first grade> of primary/elementary school? Write some words	ASBH06E	Modified wording in 2016
HQ-08A	ASBH08A	Approximately, how often does your child do homework?		
HQ-08Ba	ASBH08BA	How often do you or someone else in your home do the following things? Ask if your child has done his/her homework	ASBH09E	Modified wording and response options in 2016
HQ-08Bb	ASBH08BB	How often do you or someone else in your home do the following things? Help your child with homework	ASBH09B	Modified wording and response options in 2016
HQ-08Bc	ASBH08BC	How often do you or someone else in your home do the following things? Review your child's homework to make sure it is correct		
HQ-09a	ASBH09A	What do you think of your child's school? My child's school does a good job including me in my child's education	ASBH10A	Modified wording in 2016
HQ-09b	ASBH09B	What do you think of your child's school? My child's school provides a safe environment	ASBH10C	

Exhibit S1.3: Index of International Background Variables for the PIRLS 2016 Home Questionnaire (Learning to Read Survey) (Continued)

PIRLS 2016 Question Number	PIRLS 2016 Variable Name	PIRLS 2016 Variable Description (See questionnaire for full item text)	PIRLS 2011 Variable Name	Notes
HQ-09c	ASBH09C	What do you think of your child's school? My child's school cares about my child's progress in school	ASBH10D	
HQ-09d	ASBH09D	What do you think of your child's school? My child's school does a good job informing me of his/her progress		
HQ-09e	ASBH09E	What do you think of your child's school? My child's school promotes high academic standards		
HQ-09f	ASBH09F	What do you think of your child's school? My child's school does a good job in helping him/her become better in reading	ASBH10F	
HQ-10	ASBH10	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 digital media)?	ASBH11	Modified wording in 2016
HQ-11	ASBH11	When you are at home, how often do you read for your own enjoyment?	ASBH12	
HQ-12a	ASBH12A	Please indicate how much you agree with the following statements about reading. I read only if I have to	ASBH13A	
HQ-12b	ASBH12B	Please indicate how much you agree with the following statements about reading. I like talking about what I read with other people	ASBH13B	
HQ-12c	ASBH12C	Please indicate how much you agree with the following statements about reading. I like to spend my spare time reading	ASBH13C	
HQ-12d	ASBH12D	Please indicate how much you agree with the following statements about reading. I read only if I need information	ASBH13D	
HQ-12e	ASBH12E	Please indicate how much you agree with the following statements about reading. Reading is an important activity in my home	ASBH13E	
HQ-12f	ASBH12F	Please indicate how much you agree with the following statements about reading. I would like to have more time for reading	ASBH13F	
HQ-12g	ASBH12G	Please indicate how much you agree with the following statements about reading. I enjoy reading	ASBH13G	
HQ-12h	ASBH12H	Please indicate how much you agree with the following statements about reading. Reading is one of my favorite hobbies		
HQ-13	ASBH13	About how many books are there in your home? (Do not count ebooks, magazines, newspapers, or children's books.)	ASBH14	Modified wording in 2016
HQ-14	ASBH14	About how many children's books are there in your home? (Do not count children's ebooks, magazines, or school books.)	ASBH15A	Modified wording in 2016
HQ-15A	ASBH15A	Do you have a device that you use for reading ebooks (e.g., an e-reader, a tablet, a computer)?		
HQ-15B	ASBH15B	Do you have a device that your child can use for reading ebooks?		
HQ-16	ASBH16	How many digital information devices are there in your home? Count computers, tablets, smartphones, smart TVs, and e-readers.		
HQ-17	ASBH17	How often does your child speak <language of test> at home?		
HQ-18A	ASBH18A	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)? Child's father	ASBH17A	Modified response options in 2016
HQ-18B	ASBH18B	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)? Child's mother	ASBH17B	Modified response options in 2016
HQ-19	ASBH19	How far in his/her education do you expect your child to go?	ASBH18	Modified response options in 2016

Exhibit S1.3: Index of International Background Variables for the PIRLS 2016 Home Questionnaire (Learning to Read Survey) (Continued)

PIRLS 2016 Question Number	PIRLS 2016 Variable Name	PIRLS 2016 Variable Description (See questionnaire for full item text)	PIRLS 2011 Variable Name	Notes
HQ-20A	ASBH20A	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? Child's father	ASBH20A	Modified response options in 2016
HQ-20B	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? Child's mother	ASBH20B	Modified response options in 2016
HQ-21Aa	ASBH21AA	When talking at home with your child, what language does the child's father (or stepfather or male guardian) use? <language of test>		
HQ-21Ab	ASBH21AB	When talking at home with your child, what language does the child's mother (or stepmother or female guardian) use? <language of test>		
HQ-21Ba	ASBH21BA	When talking at home with your child, what language does the child's father (or stepfather or male guardian) use? <country-specific>		
HQ-21Bb	ASBH21BB	When talking at home with your child, what language does the child's mother (or stepmother or female guardian) use? <country specific>		
HQ-21Ca	ASBH21CA	When talking at home with your child, what language does the child's father (or stepfather or male guardian) use? <country-specific>		
HQ-21Cb	ASBH21CB	When talking at home with your child, what language does the child's mother (or stepmother or female guardian) use? <country specific>		
HQ-21Da	ASBH21DA	When talking at home with your child, what language does the child's father (or stepfather or male guardian) use? <country-specific>		
HQ-21Db	ASBH21DB	When talking at home with your child, what language does the child's mother (or stepmother or female guardian) use? <country specific>		
HQ-21Ea	ASBH21EA	When talking at home with your child, what language does the child's father (or stepfather or male guardian) use? <country-specific>		
HQ-21Eb	ASBH21EB	When talking at home with your child, what language does the child's mother (or stepmother or female guardian) use? <country specific>		
HQ-21Fa	ASBH21FA	When talking at home with your child, what language does the child's father (or stepfather or male guardian) use? Other		
HQ-21Fb	ASBH21FB	When talking at home with your child, what language does the child's mother (or stepmother or female guardian) use? Other		
HQ-21Ga	ASBH21GA	When talking at home with your child, what language does the child's father (or stepfather or male guardian) use? Not applicable		
HQ-21Gb	ASBH21GB	When talking at home with your child, what language does the child's mother (or stepmother or female guardian) use? Not applicable		

Identification Label

PIRLS
2016

PROGRESS IN INTERNATIONAL
READING LITERACY STUDY

Learning to Read Survey

<Grade 4>

<PIRLS National Research Center Name>

<Address>



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

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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 2016 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>.

PIRLS 2016

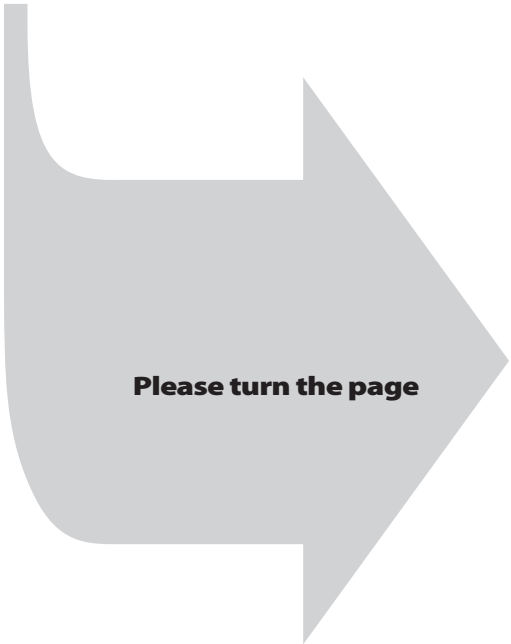


1 _____

This survey was completed by:

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

	Yes	No
ASBH01A Female caregiver(s) (mother, stepmother, grandmother, guardian) -----	<input type="radio"/>	<input type="radio"/>
ASBH01B Male caregiver(s) (father, stepfather, grandfather, guardian) -----	<input type="radio"/>	<input type="radio"/>
ASBH01C Other -----	<input type="radio"/>	<input type="radio"/>



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 -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH02B	b) Tell stories -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH02C	c) Sing songs -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH02D	d) Play with alphabet toys (e.g., blocks with letters of the alphabet) -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH02E	e) Talk about things you had done -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH02F	f) Talk about what you had read -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH02G	g) Play word games -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH02H	h) Write letters or words -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH02I	i) Read aloud signs and labels -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH02J	j) Say counting rhymes or sing counting songs -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH02K	k) Play with number toys (e.g., blocks with numbers) -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH02L	l) Count different things -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH02M	m) Play games involving shapes (e.g., shape sorting toys, puzzles) -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH02N	n) Play with building blocks or construction toys -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH02O	o) Play board or card games -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH02P	p) Write numbers -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



3 _____

ASBH03A

A. Was your child born in <country of test>?

Check **one** circle only.

Yes---
 No--- (If Yes, go to #4)

ASBH03B

If No,
B. How old was your child when he/she came to <country of test>?

Check **one** circle only.

- Younger than 3 years old---
- 3 to 5 years old---
- 6 to 7 years old---
- 8 years old or older---

4 _____

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

If your child spoke more than one language check "Yes" for more than one language.

Check **one** circle for each line.

ASBH04A

a) <language of test> ----- **Yes** **No**

ASBH04B

b) <country-specific> -----

ASBH04C

c) <country-specific> -----

ASBH04D

d) <country-specific> -----

ASBH04E

e) <country-specific> -----

ASBH04F

f) Other -----



5

A. Did your child attend the following before <first grade>?

Check **one** circle for each line.

- | | | Yes | No |
|----------|--|-----------------------|-----------------------|
| ASBH05AA | a) Early childhood educational program or center for children under age 3 ----- | <input type="radio"/> | <input type="radio"/> |
| ASBH05AB | b) Pre-primary educational program for children age 3 or older, including <Kindergarten> ----- | <input type="radio"/> | <input type="radio"/> |

B. Approximately, how long was your child in these programs altogether?

ASBH05B

Check **one** circle only.

- Did not attend ---
- Less than 1 year ---
- 1 year ---
- 2 years ---
- 3 years ---
- 4 years or more ---

**Beginning Primary/
Elementary School**

6

ASBH06

How old was your child when he/she began the <first grade> of primary/elementary school?

Check **one** circle only.

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

7

How well could your child do the following when he/she began the <first grade> of primary/elementary school?

Check **one** circle for each line.

ASBH07A

a) Recognize most of the letters of the alphabet -----

ASBH07B

b) Read some words -----

ASBH07C

c) Read sentences -----

ASBH07D

d) Read a story -----

ASBH07E

e) Write letters of the alphabet---

ASBH07F

f) Write some words-----



Studying Outside of School

8

ASBH08A

A. Approximately, how often does your child do homework?

Check **one** circle only.

- My child does not have homework to do --- (If your child does not have homework, go to #9)
- Less than once a week ---
- 1 or 2 times a week ---
- 3 or 4 times a week ---
- Every day ---

B. How often do you or someone else in your home do the following things?

Check **one** circle for each line.

- | | | |
|----------|--|---|
| | | Every day
3 or 4 times a week
1 or 2 times a week
Less than once a week
Never or almost never |
| ASBH08BA | a) Ask if your child has done his/her homework ----- | <input type="radio"/> - <input type="radio"/> - <input type="radio"/> - <input type="radio"/> - <input type="radio"/> |
| ASBH08BB | b) Help your child with homework ----- | <input type="radio"/> - <input type="radio"/> - <input type="radio"/> - <input type="radio"/> - <input type="radio"/> |
| ASBH08BC | c) Review your child's homework to make sure it is correct ----- | <input type="radio"/> - <input type="radio"/> - <input type="radio"/> - <input type="radio"/> - <input type="radio"/> |

Your Child's School

9

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
ASBH09A	a) My child's school does a good job including me in my child's education -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH09B	b) My child's school provides a safe environment -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH09C	c) My child's school cares about my child's progress in school -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH09D	d) My child's school does a good job informing me of his/her progress -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH09E	e) My child's school promotes high academic standards -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH09F	f) My child's school does a good job in helping him/her become better in reading -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Literacy in the Home**10**

ASBH10

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 digital media)?

*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 --- **11**

ASBH11

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

12

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
ASBH12A	a) I read only if I have to -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH12B	b) I like talking about what I read with other people -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH12C	c) I like to spend my spare time reading -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH12D	d) I read only if I need information -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH12E	e) Reading is an important activity in my home -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH12F	f) I would like to have more time for reading -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH12G	g) I enjoy reading -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH12H	h) Reading is one of my favorite hobbies -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>


13

ASBH13

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

*Check one circle only.*0–10--- 11–25--- 26–100--- 101–200--- More than 200--- **14**

ASBH14

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

*Check one circle only.*0–10--- 11–25--- 26–50--- 51–100--- More than 100--- **15**

ASBH15A

**A. Do you have a device that you use for reading
ebooks (e.g., an e-reader, a tablet, a computer)?**

*Check one circle only.*Yes--- No---

ASBH15B

**B. Do you have a device that your child can use for
reading ebooks?**

*Check one circle only.*Yes--- No---


16

ASBH16

How many digital information devices are there in your home? Count computers, tablets, smartphones, smart TVs, and e-readers. (Do not count other devices.)

Check **one** circle only.

- None---
- 1-3 devices---
- 4-6 devices---
- 7-10 devices---
- More than 10 devices---

17

ASBH17

How often does your child speak <language of test> at home?

Check **one** circle only.

- Always---
- Almost always---
- Sometimes---
- Never---

Additional Information

18

ASBH18A

ASBH18B

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 <Primary education— ISCED Level 1 or Lower secondary education—ISCED Level 2> -----	<input type="radio"/>	<input type="radio"/>
c) <Lower secondary education— ISCED Level 2> -----	<input type="radio"/>	<input type="radio"/>
d) <Upper secondary education— ISCED Level 3> -----	<input type="radio"/>	<input type="radio"/>
e) <Post-secondary, non-tertiary education—ISCED Level 4> -----	<input type="radio"/>	<input type="radio"/>
f) <Short-cycle tertiary education—ISCED Level 5> -----	<input type="radio"/>	<input type="radio"/>
g) <Bachelor's or equivalent level—ISCED Level 6> -----	<input type="radio"/>	<input type="radio"/>
h) <Master's or equivalent level—ISCED Level 7> -----	<input type="radio"/>	<input type="radio"/>
i) <Doctor or equivalent level—ISCED Level 8> -----	<input type="radio"/>	<input type="radio"/>
j) Not applicable -----	<input type="radio"/>	<input type="radio"/>

19

ASBH19

How far in his/her education do you expect your child to go?

*Check **one** circle only.*

Finish <Lower secondary education—ISCED Level 2> ---

Finish <Upper secondary education—ISCED Level 3> ---

Finish <Post-secondary, non-tertiary education—ISCED Level 4> ---

Finish <Short-cycle tertiary education—ISCED Level 5> ---

Finish <Bachelor's or equivalent level—ISCED Level 6> ---

Finish <Postgraduate degree: Master's—ISCED Level 7 or Doctor—ISCED Level 8> ---

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 (opposite page). 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.

20 (continued)

Check **one** circle in each column.

ASBH20A
ASBH20B

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

21

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

*Check **all** that apply.*

	<u>Child's father</u>	<u>Child's mother</u>	
ASBH21AA	a) <language of test> ----- <input type="radio"/>	<input type="radio"/>	ASBH21AB
ASBH21BA	b) <country-specific> ----- <input type="radio"/>	<input type="radio"/>	ASBH21BB
ASBH21CA	c) <country-specific> ----- <input type="radio"/>	<input type="radio"/>	ASBH21CB
ASBH21DA	d) <country-specific> ----- <input type="radio"/>	<input type="radio"/>	ASBH21DB
ASBH21EA	e) <country-specific> ----- <input type="radio"/>	<input type="radio"/>	ASBH21EB
ASBH21FA	f) Other ----- <input type="radio"/>	<input type="radio"/>	ASBH21FB
ASBH21GA	g) Not applicable ----- <input type="radio"/>	<input type="radio"/>	ASBH21GB

Thank You

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





BOSTON
COLLEGE

PIRLS
2016

PROGRESS IN INTERNATIONAL
READING LITERACY STUDY

Learning to Read Survey

<Grade 4>



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PIRLS
2016

**PIRLS 2016 User Guide
for the International Database**

Section 4: **Teacher** **Questionnaire**

Exhibit S1.4: Index of International Background Variables for the PIRLS 2016 Teacher Questionnaire

PIRLS 2016 Question Number	PIRLS 2016 Variable Name	PIRLS 2016 Variable Description (See questionnaire for full item text)	PIRLS 2011 Variable Name	Notes
TQG-01	ATBG01	By the end of this school year, how many years will you have been teaching altogether?	ATBG01	
TQG-02	ATBG02	Are you female or male?	ATBG02	
TQG-03	ATBG03	How old are you?	ATBG03	
TQG-04	ATBG04	What is the highest level of formal education you have completed?	ATBG04	Modified response options in 2016
TQG-05Aa	ATBG05AA	During your <post-secondary> education, what was your major or main area(s) of study? Education—Primary/Elementary	ATBG05AA	
TQG-05Ab	ATBG05AB	During your <post-secondary> education, what was your major or main area(s) of study? Education—Secondary	ATBG05AB	
TQG-05Ac	ATBG05AC	During your <post-secondary> education, what was your major or main area(s) of study? <language of test>	ATBG05AE	
TQG-05Ad	ATBG05AD	During your <post-secondary> education, what was your major or main area(s) of study? Other	ATBG05AF	
TQG-05Ba	ATBG05BA	As part of your formal education and/or training, to what extent did you study the following areas? <language of test>	ATBR20A	
TQG-05Bb	ATBG05BB	As part of your formal education and/or training, to what extent did you study the following areas? Literature		
TQG-05Bc	ATBG05BC	As part of your formal education and/or training, to what extent did you study the following areas? Pedagogy/teaching reading	ATBR20B	
TQG-05Bd	ATBG05BD	As part of your formal education and/or training, to what extent did you study the following areas? Educational psychology	ATBR20C	
TQG-05Be	ATBG05BE	As part of your formal education and/or training, to what extent did you study the following areas? Remedial reading	ATBR20D	
TQG-05Bf	ATBG05BF	As part of your formal education and/or training, to what extent did you study the following areas? Reading theory	ATBR20E	
TQG-05Bg	ATBG05BG	As part of your formal education and/or training, to what extent did you study the following areas? Special education	ATBR20F	
TQG-05Bh	ATBG05BH	As part of your formal education and/or training, to what extent did you study the following areas? Second language learning	ATBR20G	
TQG-05Bi	ATBG05BI	As part of your formal education and/or training, to what extent did you study the following areas? Assessment methods in reading	ATBR20H	
TQG-05Bj	ATBG05BJ	As part of your formal education and/or training, to what extent did you study the following areas? Early childhood education		
TQG-06	ATBG06	In the past two years, how many hours in total have you spent in formal professional development that dealt directly with reading or teaching reading?	ATBR21	Modified wording in 2016
TQG-07a	ATBG07A	How would you characterize each of the following within your school? Teachers' understanding of the school's curricular goals	ATBG06B	
TQG-07b	ATBG07B	How would you characterize each of the following within your school? Teachers' degree of success in implementing the school's curriculum	ATBG06C	
TQG-07c	ATBG07C	How would you characterize each of the following within your school? Teachers' expectations for student achievement	ATBG06D	
TQG-07d	ATBG07D	How would you characterize each of the following within your school? Teachers' ability to inspire students		
TQG-07e	ATBG07E	How would you characterize each of the following within your school? Collaboration between school leadership (including master teachers) and teachers to plan instruction		
TQG-07f	ATBG07F	How would you characterize each of the following within your school? Parental involvement in school activities	ATBG06F	
TQG-07g	ATBG07G	How would you characterize each of the following within your school? Parental commitment to ensure that students are ready to learn		
TQG-07h	ATBG07H	How would you characterize each of the following within your school? Parental expectations for student achievement		
TQG-07i	ATBG07I	How would you characterize each of the following within your school? Parental support for student achievement	ATBG06E	
TQG-07j	ATBG07J	How would you characterize each of the following within your school? Students' desire to do well in school	ATBG06H	

Exhibit S1.4: Index of International Background Variables for the PIRLS 2016 Teacher Questionnaire (Continued)

PIRLS 2016 Question Number	PIRLS 2016 Variable Name	PIRLS 2016 Variable Description (See questionnaire for full item text)	PIRLS 2011 Variable Name	Notes
TQG-07k	ATBG07K	How would you characterize each of the following within your school? Students' ability to reach school's academic goals		
TQG-07l	ATBG07L	How would you characterize each of the following within your school? Students' respect for classmates who excel academically		
TQG-08a	ATBG08A	Thinking about your current school, indicate the extent to which you agree or disagree with each of the following statements. This school is located in a safe neighborhood	ATBG07A	
TQG-08b	ATBG08B	Thinking about your current school, indicate the extent to which you agree or disagree with each of the following statements. I feel safe at this school	ATBG07B	
TQG-08c	ATBG08C	Thinking about your current school, indicate the extent to which you agree or disagree with each of the following statements. This school's security policies and practices are sufficient	ATBG07C	
TQG-08d	ATBG08D	Thinking about your current school, indicate the extent to which you agree or disagree with each of the following statements. The students behave in an orderly manner	ATBG07D	
TQG-08e	ATBG08E	Thinking about your current school, indicate the extent to which you agree or disagree with each of the following statements. The students are respectful of the teachers	ATBG07E	
TQG-08f	ATBG08F	Thinking about your current school, indicate the extent to which you agree or disagree with each of the following statements. The students respect school property		
TQG-08g	ATBG08G	Thinking about your current school, indicate the extent to which you agree or disagree with each of the following statements. This school has clear rules about student conduct		
TQG-08h	ATBG08H	Thinking about your current school, indicate the extent to which you agree or disagree with each of the following statements. This school's rules are enforced in a fair and consistent manner		
TQG-09a	ATBG09A	How often do you have the following types of interactions with other teachers? Share what I have learned about my teaching experiences		
TQG-09b	ATBG09B	How often do you have the following types of interactions with other teachers? Observe another classroom to learn more about teaching		
TQG-09c	ATBG09C	How often do you have the following types of interactions with other teachers? Work together to improve how to teach a particular topic		
TQG-09d	ATBG09D	How often do you have the following types of interactions with other teachers? Work with teachers from other schools on the curriculum		
TQG-09e	ATBG09E	How often do you have the following types of interactions with other teachers? Work with teachers from other grades to ensure continuity in learning		
TQG-10a	ATBG10A	How often do you feel the following way about being a teacher? I am content with my profession as a teacher		
TQG-10b	ATBG10B	How often do you feel the following way about being a teacher? I find my work full of meaning and purpose		
TQG-10c	ATBG10C	How often do you feel the following way about being a teacher? I am enthusiastic about my job		
TQG-10d	ATBG10D	How often do you feel the following way about being a teacher? My work inspires me		
TQG-10e	ATBG10E	How often do you feel the following way about being a teacher? I am proud of the work I do		
TQR-01A	ATBR01A	How many students are in this class?	ATBG12A	
TQR-01B	ATBR01B	How many of the students in #R1A are in <fourth grade>?	ATBG12B	
TQR-02	ATBR02	How many <fourth grade> students experience difficulties understanding spoken <language of test>?	ATBG13	
TQR-03A	ATBR03A	How many students need <remedial> instruction in reading?	ATBR04A	
TQR-03B	ATBR03B	How many of the students in #R3A receive <remedial> instruction in reading?	ATBR04B	
TQR-04	ATBR04	How many students in the class are advanced readers?		
TQR-05a	ATBR05A	In your view, to what extent do the following limit how you teach this class? Students lacking prerequisite knowledge or skills	ATBG16A	Modified response options in 2016

Exhibit S1.4: Index of International Background Variables for the PIRLS 2016 Teacher Questionnaire (Continued)

PIRLS 2016 Question Number	PIRLS 2016 Variable Name	PIRLS 2016 Variable Description (See questionnaire for full item text)	PIRLS 2011 Variable Name	Notes
TQR-05b	ATBR05B	In your view, to what extent do the following limit how you teach this class? Students suffering from lack of basic nutrition	ATBG16B	Modified response options in 2016
TQR-05c	ATBR05C	In your view, to what extent do the following limit how you teach this class? Students suffering from not enough sleep	ATBG16C	Modified response options in 2016
TQR-05d	ATBR05D	In your view, to what extent do the following limit how you teach this class? Students absent from class		
TQR-05e	ATBR05E	In your view, to what extent do the following limit how you teach this class? Disruptive students	ATBG16E	Modified response options in 2016
TQR-05f	ATBR05F	In your view, to what extent do the following limit how you teach this class? Uninterested students	ATBG16F	Modified response options in 2016
TQR-05g	ATBR05G	In your view, to what extent do the following limit how you teach this class? Students with mental, emotional, or psychological impairment	ATBG16D	Modified wording and response options in 2016
TQR-05h	ATBR05H	In your view, to what extent do the following limit how you teach this class? Lack of support for using information technology		
TQR-06	ATBR06	In a typical week, how much time do you spend on <language of test> language instruction and/or activities with the students? (minutes per week)	ATBR01AA ATBR01AB	Hours and minutes separate variables in 2011
TQR-07	ATBR07	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? (minutes per week)	ATBR02A ATBR02B	Hours and minutes separate variables in 2011
TQR-08a	ATBR08A	When you have reading instruction and/or do reading activities, how often do you organize students in the following ways? I teach reading as a whole-class activity	ATBR03A	
TQR-08b	ATBR08B	When you have reading instruction and/or do reading activities, how often do you organize students in the following ways? I create same-ability groups	ATBR03B	
TQR-08c	ATBR08C	When you have reading instruction and/or do reading activities, how often do you organize students in the following ways? I create mixed-ability groups	ATBR03C	
TQR-08d	ATBR08D	When you have reading instruction and/or do reading activities, how often do you organize students in the following ways? I use individualized instruction for reading	ATBR03D	
TQR-08e	ATBR08E	When you have reading instruction and/or do reading activities, how often do you organize students in the following ways? Students work independently on an assigned goal or plan	ATBR03E	
TQR-09Aa	ATBR09AA	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 digitally)? Literary Reading Materials: Short stories	ATBR07AA	Modified wording in 2016
TQR-09Ab	ATBR09AB	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 digitally)? Literary Reading Materials: Longer fiction books with chapters	ATBR07AB	Modified wording in 2016
TQR-09Ac	ATBR09AC	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 digitally)? Literary Reading Materials: Plays	ATBR07AC	Modified wording in 2016
TQR-09Ba	ATBR09BA	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 digitally)? Informational Reading Materials: Nonfiction subject area books or textbooks	ATBR07BA	Modified wording in 2016
TQR-09Bb	ATBR09BB	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 digitally)? Informational Reading Materials: Longer nonfiction books with chapters	ATBR07BB	Modified wording in 2016
TQR-09Bc	ATBR09BC	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 digitally)? Informational Reading Materials: Nonfiction articles that describe and explain about things, people, events, or how things work (e.g., newspaper articles, brochures)	ATBR07BC	Modified wording in 2016

Exhibit S1.4: Index of International Background Variables for the PIRLS 2016 Teacher Questionnaire (Continued)

PIRLS 2016 Question Number	PIRLS 2016 Variable Name	PIRLS 2016 Variable Description (See questionnaire for full item text)	PIRLS 2011 Variable Name	Notes
TQR-10a	ATBR10A	When you have reading instruction and/or do reading activities with the students, how often do you do the following? Read aloud to students	ATBR08A	Modified wording in 2016
TQR-10b	ATBR10B	When you have reading instruction and/or do reading activities with the students, how often do you do the following? Ask students to read aloud	ATBR08B	
TQR-10c	ATBR10C	When you have reading instruction and/or do reading activities with the students, how often do you do the following? Ask students to read silently on their own	ATBR08C	
TQR-10d	ATBR10D	When you have reading instruction and/or do reading activities with the students, how often do you do the following? Teach students strategies for decoding sounds and words	ATBR08E	
TQR-10e	ATBR10E	When you have reading instruction and/or do reading activities with the students, how often do you do the following? Teach students new vocabulary systematically	ATBR08F	
TQR-10f	ATBR10F	When you have reading instruction and/or do reading activities with the students, how often do you do the following? Teach students how to summarize the main ideas		
TQR-10g	ATBR10G	When you have reading instruction and/or do reading activities with the students, how often do you do the following? Teach or model skimming or scanning strategies	ATBR08G	
TQR-11a	ATBR11A	How often do you do the following in teaching reading to this class? Provide reading materials that match the students' interests		
TQR-11b	ATBR11B	How often do you do the following in teaching reading to this class? Provide materials that are appropriate for the reading levels of individual students		
TQR-11c	ATBR11C	How often do you do the following in teaching reading to this class? Link new content to students' prior knowledge		
TQR-11d	ATBR11D	How often do you do the following in teaching reading to this class? Encourage students to develop their understandings of the text		
TQR-11e	ATBR11E	How often do you do the following in teaching reading to this class? Encourage student discussions of texts		
TQR-11f	ATBR11F	How often do you do the following in teaching reading to this class? Encourage students to challenge the opinion expressed in the text		
TQR-11g	ATBR11G	How often do you do the following in teaching reading to this class? Use multiple perspectives to enrich understanding		
TQR-11h	ATBR11H	How often do you do the following in teaching reading to this class? Give students time to read books of their own choosing		
TQR-11i	ATBR11I	How often do you do the following in teaching reading to this class? Give individualized feedback to each student		
TQR-12a	ATBR12A	How often do you ask the students to do the following things to help develop reading comprehension skills or strategies? Locate information within the text	ATBR09A	
TQR-12b	ATBR12B	How often do you ask the students to do the following things to help develop reading comprehension skills or strategies? Identify the main ideas of what they have read	ATBR09B	
TQR-12c	ATBR12C	How often do you ask the students to do the following things to help develop reading comprehension skills or strategies? Explain or support their understanding of what they have read	ATBR09C	
TQR-12d	ATBR12D	How often do you ask the students to do the following things to help develop reading comprehension skills or strategies? Compare what they have read with experiences they have had	ATBR09D	
TQR-12e	ATBR12E	How often do you ask the students to do the following things to help develop reading comprehension skills or strategies? Compare what they have read with other things they have read	ATBR09E	
TQR-12f	ATBR12F	How often do you ask the students to do the following things to help develop reading comprehension skills or strategies? Make predictions about what will happen next in the text they are reading	ATBR09F	
TQR-12g	ATBR12G	How often do you ask the students to do the following things to help develop reading comprehension skills or strategies? Make generalizations and draw inferences based on what they have read	ATBR09G	

Exhibit S1.4: Index of International Background Variables for the PIRLS 2016 Teacher Questionnaire (Continued)

PIRLS 2016 Question Number	PIRLS 2016 Variable Name	PIRLS 2016 Variable Description (See questionnaire for full item text)	PIRLS 2011 Variable Name	Notes
TQR-12h	ATBR12H	How often do you ask the students to do the following things to help develop reading comprehension skills or strategies? Describe the style or structure of the text they have read	ATBR09H	
TQR-12i	ATBR12I	How often do you ask the students to do the following things to help develop reading comprehension skills or strategies? Determine the author's perspective or intention	ATBR09I	
TQR-13a	ATBR13A	After students have read something, how often do you ask them to do the following? Write something about or in response to what they have read	ATBR10A	
TQR-13b	ATBR13B	After students have read something, how often do you ask them to do the following? Answer oral questions about or orally summarize what they have read	ATBR10B	
TQR-13c	ATBR13C	After students have read something, how often do you ask them to do the following? Talk with each other about what they have read	ATBR10C	
TQR-13d	ATBR13D	After students have read something, how often do you ask them to do the following? Take a written quiz or test about what they have read	ATBR10D	
TQR-14A	ATBR14A	Do the students in this class have computers (including tablets) available to use for their reading lessons?	ATBR11A	Modified wording in 2016
TQR-14Ba	ATBR14BA	What access do the students have to computers? Each student has a computer		
TQR-14Bb	ATBR14BB	What access do the students have to computers? The class has computers that students can share		
TQR-14Bc	ATBR14BC	What access do the students have to computers? The school has computers that the class can use sometimes		
TQR-14Ca	ATBR14CA	How often do you do the following computer activities during reading lessons? Ask students to read digital texts		
TQR-14Cb	ATBR14CB	How often do you do the following computer activities during reading lessons? Teach students strategies for reading digital texts		
TQR-14Cc	ATBR14CC	How often do you do the following computer activities during reading lessons? Teach students to be critical when reading on the Internet		
TQR-14Cd	ATBR14CD	How often do you do the following computer activities during reading lessons? Ask students to look up information (e.g., facts, definitions, etc.)	ATB11CA	Modified wording in 2016
TQR-14Ce	ATBR14CE	How often do you do the following computer activities during reading lessons? Ask students to research a particular topic or problem		
TQR-14Cf	ATBR14CF	How often do you do the following computer activities during reading lessons? Ask students to write stories or other texts	ATB11CD	Modified wording in 2016
TQR-15A	ATBR15A	Do you have a library or reading corner in your classroom?	ATBR12A	
TQR-15B	ATBR15B	About how many books are in your classroom library?	ATBR12B	
TQR-15C	ATBR15C	About how many magazines with different titles are in your classroom library?	ATBR12C	
TQR-15D	ATBR15D	How often do you give the students in your class time to use the classroom library or reading corner?	ATBR12D	
TQR-15E	ATBR15E	Can the students borrow books from the classroom library or reading corner to take home?	ATBR12E	
TQR-16	ATBR16	How often do you take or send the students to a library other than your classroom library?	ATBR13	
TQR-17	ATBR17	How often do you assign reading as part of homework (for any subject)?	ATBR14	
TQR-18	ATBR18	In general, how much time do you expect students to spend on homework involving reading (for any subject) each time you assign it?	ATBR15	
TQR-19a	ATBR19A	How often do you do the following with the reading homework assignments for this class? Correct assignments and give feedback to students	ATBR16A	
TQR-19b	ATBR19B	How often do you do the following with the reading homework assignments for this class? Discuss the homework in class	ATBR16B	
TQR-19c	ATBR19C	How often do you do the following with the reading homework assignments for this class? Monitor whether or not the homework was completed	ATBR16C	
TQR-20a	ATBR20A	Are the following resources available to you to work with students who have difficulty with reading? A specialized professional	ATBR17A	
TQR-20b	ATBR20B	Are the following resources available to you to work with students who have difficulty with reading? A teacher-aide	ATBR17B	
TQR-20c	ATBR20C	Are the following resources available to you to work with students who have difficulty with reading? An adult/parent volunteer	ATBR17C	

Exhibit S1.4: Index of International Background Variables for the PIRLS 2016 Teacher Questionnaire (Continued)

PIRLS 2016 Question Number	PIRLS 2016 Variable Name	PIRLS 2016 Variable Description (See questionnaire for full item text)	PIRLS 2011 Variable Name	Notes
TQR-21a	ATBR21A	What do you usually do if a student begins to fall behind in reading? I have the student work with a specialized professional	ATBR18A	
TQR-21b	ATBR21B	What do you usually do if a student begins to fall behind in reading? I wait to see if performance improves with maturation	ATBR18B	
TQR-21c	ATBR21C	What do you usually do if a student begins to fall behind in reading? I spend more time working on reading individually with that student	ATBR18C	
TQR-21d	ATBR21D	What do you usually do if a student begins to fall behind in reading? I ask the parents to help the student with reading	ATBR18D	
TQR-21e	ATBR21E	What do you usually do if a student begins to fall behind in reading? I recommend that the student be enrolled in a special reading program		
TQR-22a	ATBR22A	How much emphasis do you place on the following sources to monitor students' progress in reading? Assessment of students' ongoing work	ATBR19A	Modified wording in 2016
TQR-22b	ATBR22B	How much emphasis do you place on the following sources to monitor students' progress in reading? Classroom tests	ATBR19B	
TQR-22c	ATBR22C	How much emphasis do you place on the following sources to monitor students' progress in reading? National, regional, provincial, or district achievement tests	ATBR19C	Modified wording in 2016



Identification Label

PROGRESS IN INTERNATIONAL READING LITERACY STUDY

Teacher Questionnaire

<Grade 4>

<PIRLS National Research Center Name>

<Address>



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

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Teacher Questionnaire

Your school has agreed to participate in PIRLS 2016 (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 study.

It is estimated that you will need approximately 35 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 2016

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 <Upper secondary education—ISCED Level 3> ---
<Upper secondary education—ISCED Level 3> ---
<Post-secondary, non-tertiary education—ISCED Level 4> ---
<Short-cycle tertiary education—ISCED Level 5> ---
<Bachelor's or equivalent level—ISCED Level 6> ---
<Master's or equivalent level—ISCED Level 7> ---
<Doctor or equivalent level—ISCED Level 8> ---

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	-----	<input type="radio"/>	<input type="radio"/>	ATBG05AA
b) Education—Secondary	-----	<input type="radio"/>	<input type="radio"/>	ATBG05AB
c) <language of test>	-----	<input type="radio"/>	<input type="radio"/>	ATBG05AC
d) Other	-----	<input type="radio"/>	<input type="radio"/>	ATBG05AD

B. 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>	-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	ATBG05BA
b) Literature	-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	ATBG05BB
c) Pedagogy/teaching reading	-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	ATBG05BC
d) Educational psychology	-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	ATBG05BD
e) Remedial reading	-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	ATBG05BE
f) Reading theory	-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	ATBG05BF
g) Special education	-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	ATBG05BG
h) Second language learning	-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	ATBG05BH
i) Assessment methods in reading	-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	ATBG05BI
j) Early childhood education	-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	ATBG05BJ

School Emphasis on Academic Success

G6

ATBG06

In the past two years, how many hours in total have you spent in **formal** professional development (e.g., workshops, seminars, lesson studies, etc.) 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 ---

G7

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

Check **one** circle for each line.

- | | Very high | High | Medium | Low | Very low | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------|
| a) Teachers' understanding of the school's curricular goals | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ATBG07A |
| b) Teachers' degree of success in implementing the school's curriculum | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ATBG07B |
| c) Teachers' expectations for student achievement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ATBG07C |
| d) Teachers' ability to inspire students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ATBG07D |
| e) Collaboration between school leadership (including master teachers) and teachers to plan instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ATBG07E |
| f) Parental involvement in school activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ATBG07F |
| g) Parental commitment to ensure that students are ready to learn | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ATBG07G |
| h) Parental expectations for student achievement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ATBG07H |
| i) Parental support for student achievement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ATBG07I |
| j) Students' desire to do well in school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ATBG07J |
| k) Students' ability to reach school's academic goals | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ATBG07K |
| l) Students' respect for classmates who excel academically | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ATBG07L |

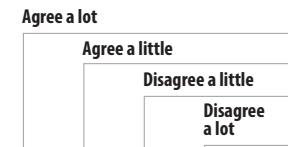
School Environment

About Being a Teacher

G8

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.



- ATBG08A a) This school is located in a safe neighborhood ----- ○ — ○ — ○ — ○
- ATBG08B b) I feel safe at this school ----- ○ — ○ — ○ — ○
- ATBG08C c) This school's security policies and practices are sufficient ----- ○ — ○ — ○ — ○
- ATBG08D d) The students behave in an orderly manner ----- ○ — ○ — ○ — ○
- ATBG08E e) The students are respectful of the teachers ----- ○ — ○ — ○ — ○
- ATBG08F f) The students respect school property ----- ○ — ○ — ○ — ○
- ATBG08G g) This school has clear rules about student conduct ----- ○ — ○ — ○ — ○
- ATBG08H h) This school's rules are enforced in a fair and consistent manner ----- ○ — ○ — ○ — ○

G9

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

Check **one** circle for each line.



- a) Share what I have learned about my teaching experiences ----- ○ — ○ — ○ — ○ ATBG09A
- b) Observe another classroom to learn more about teaching ----- ○ — ○ — ○ — ○ ATBG09B
- c) Work together to improve how to teach a particular topic ----- ○ — ○ — ○ — ○ ATBG09C
- d) Work with teachers from other schools on the curriculum ----- ○ — ○ — ○ — ○ ATBG09D
- e) Work with teachers from other grades to ensure continuity in learning ----- ○ — ○ — ○ — ○ ATBG09E

G10

How often do you feel the following way about being a teacher?

Check **one** circle for each line.



- a) I am content with my profession as a teacher ----- ○ — ○ — ○ — ○ ATBG10A
- b) I find my work full of meaning and purpose ----- ○ — ○ — ○ — ○ ATBG10B
- c) I am enthusiastic about my job ----- ○ — ○ — ○ — ○ ATBG108C
- d) My work inspires me ----- ○ — ○ — ○ — ○ ATBG108D
- e) I am proud of the work I do ----- ○ — ○ — ○ — ○ ATBG108E

About Teaching Reading to the PIRLS Class

R1

ATBR01A **A. How many students are in this class?**

_____ students
Write in the number.

ATBR01B **B. How many of the students in #R1A are in <fourth grade>?**

_____ <fourth grade> students
Write in the number.

R2

ATBR02 **How many <fourth grade> students experience difficulties understanding spoken <language of test>?**

_____ students in this class
Write in the number.

R3

ATBR03A **A. How many students need <remedial> instruction in reading?**

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

ATBR03B **B. How many of the students in #R3A receive <remedial> instruction in reading?**

_____ students
Write in the number.

R4

ATBR04 **How many students in the class are advanced readers?**

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

R5

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

Check **one** circle for each line.

- | | Not at all | Some | A lot | |
|---|-----------------------|-----------------------|-----------------------|---------|
| a) Students lacking prerequisite knowledge or skills ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ATBR05A |
| b) Students suffering from lack of basic nutrition ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ATBR05B |
| c) Students suffering from not enough sleep ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ATBR05C |
| d) Students absent from class ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ATBR05D |
| e) Disruptive students ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ATBR05E |
| f) Uninterested students ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ATBR05F |
| g) Students with mental, emotional, or psychological impairment ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ATBR05F |
| h) Lack of support for using information technology ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ATBR05G |

R6

ATBR06

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.

_____ minutes per week

Write in the number of minutes per week.

Please convert the number of hours into minutes.

R7

ATBR07

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.

_____ minutes per week

Write in the number of minutes per week.

Please convert the number of hours into minutes.

R8

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 ----- -- -- -- ATBR08A
- b) I create same-ability groups -- -- -- -- ATBR08B
- c) I create mixed-ability groups -- -- -- -- ATBR08C
- d) I use individualized instruction for reading ----- -- -- -- ATBR08D
- e) Students work independently on an assigned plan or goal --- -- -- -- ATBR08E

About Teaching Reading to the PIRLS Class

R9

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 digitally)?

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

ATBR09AA

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

ATBR09AB

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

ATBR09AC

c) Plays ----- ○ — ○ — ○ — ○

B. Informational Reading Materials

ATBR09BA

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

ATBR09BB

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

ATBR09BC

c) Nonfiction articles that describe and explain about things, people, events, or how things work (e.g., newspaper articles, brochures) ----- ○ — ○ — ○ — ○

R10

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 students ----- ○ — ○ — ○ — ○ ATBR10A

b) Ask students to read aloud ----- ○ — ○ — ○ — ○ ATBR10B

c) Ask students to read silently on their own ----- ○ — ○ — ○ — ○ ATBR10C

d) Teach students strategies for decoding sounds and words ----- ○ — ○ — ○ — ○ ATBR10D

e) Teach students new vocabulary systematically ----- ○ — ○ — ○ — ○ ATBR10E

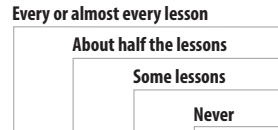
f) Teach students how to summarize the main ideas ----- ○ — ○ — ○ — ○ ATBR10F

g) Teach or model skimming or scanning strategies ----- ○ — ○ — ○ — ○ ATBR10G

R11

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

Check **one** circle for each line.

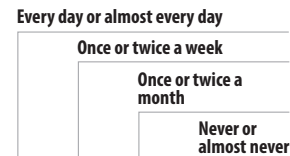


- ATBR11A a) Provide reading materials that match the students' interests ----- ○ — ○ — ○ — ○
- ATBR11B b) Provide materials that are appropriate for the reading levels of individual students --- ○ — ○ — ○ — ○
- ATBR11C c) Link new content to students' prior knowledge ----- ○ — ○ — ○ — ○
- ATBR11D d) Encourage students to develop their understandings of the text ----- ○ — ○ — ○ — ○
- ATBR11E e) Encourage student discussions of texts ----- ○ — ○ — ○ — ○
- ATBR11F f) Encourage students to challenge the opinion expressed in the text ----- ○ — ○ — ○ — ○
- ATBR11G g) Use multiple perspectives (among students and texts) to enrich understanding ----- ○ — ○ — ○ — ○
- ATBR11H h) Give students time to read books of their own choosing -- ○ — ○ — ○ — ○
- ATBR11I i) Give individualized feedback to each student ----- ○ — ○ — ○ — ○

R12

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.



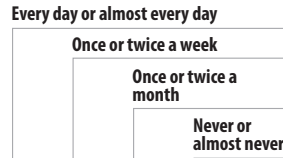
- a) Locate information within the text ----- ○ — ○ — ○ — ○ ATBR12A
- b) Identify the main ideas of what they have read ----- ○ — ○ — ○ — ○ ATBR12B
- c) Explain or support their understanding of what they have read ----- ○ — ○ — ○ — ○ ATBR12C
- d) Compare what they have read with experiences they have had ----- ○ — ○ — ○ — ○ ATBR12D
- e) Compare what they have read with other things they have read ----- ○ — ○ — ○ — ○ ATBR12E
- f) Make predictions about what will happen next in the text they are reading ----- ○ — ○ — ○ — ○ ATBR12F
- g) Make generalizations and draw inferences based on what they have read ----- ○ — ○ — ○ — ○ ATBR12G
- h) Describe the style or structure of the text they have read ----- ○ — ○ — ○ — ○ ATBR12H
- i) Determine the author's perspective or intention ----- ○ — ○ — ○ — ○ ATBR12I

Computer and Library Resources

R13

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

Check **one** circle for each line.



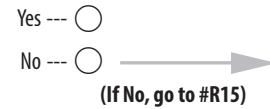
- ATBR13A a) Write something about or in response to what they have read ----- ○ — ○ — ○ — ○
- ATBR13B b) Answer oral questions about or orally summarize what they have read ----- ○ — ○ — ○ — ○
- ATBR13C c) Talk with each other about what they have read ----- ○ — ○ — ○ — ○
- ATBR13D d) Take a written quiz or test about what they have read ----- ○ — ○ — ○ — ○

R14

A. Do the students in this class have computers (including tablets) available to use for their reading lessons?

ATBR14A

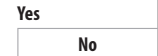
Check **one** circle only.



If Yes,

B. What access do the students have to computers?

Check **one** circle for each line.



- a) Each student has a computer ----- ○ — ○
- b) The class has computers that students can share ----- ○ — ○
- c) The school has computers that the class can use sometimes ----- ○ — ○

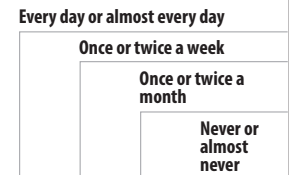
ATBR14BA

ATBR14BB

ATBR14BC

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

Check **one** circle for each line.



- a) Ask students to read digital texts ----- ○ — ○ — ○ — ○
- b) Teach students strategies for reading digital texts ----- ○ — ○ — ○ — ○
- c) Teach students to be critical when reading on the Internet ----- ○ — ○ — ○ — ○
- d) Ask students to look up information (e.g., facts, definitions, etc.) ----- ○ — ○ — ○ — ○
- e) Ask students to research a particular topic or problem ----- ○ — ○ — ○ — ○
- f) Ask students to write stories or other texts ----- ○ — ○ — ○ — ○

ATBR14CA

ATBR14CB

ATBR14CC

ATBR14CD

ATBR14CE

ATBR14CF

R15

ATBR15A

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

Check **one** circle only.

Yes ---

No --- 

(If No, go to #R16)

R16

ATBR16

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 ---

ATBR15B

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 ---

ATBR15C

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 ---

ATBR15D

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 ---

ATBR15E

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

Check **one** circle only.

Yes ---

No ---

Reading Homework

Reading Difficulties

R17

R20


ATBR17

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

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

Check **one** circle only.

Check **one** circle for each line.

- I do not assign reading for homework --- 
(Go to #R20)
- Less than once a week ---
- 1 or 2 times a week ---
- 3 or 4 times a week ---
- Every day ---

- Always _____
- Sometimes _____
- Never _____
- a) A specialized professional (e.g., reading specialist, speech therapist) ----- - -
- b) A teacher-aide ----- - -
- c) An adult/parent volunteer ----- - -

ATBR20A

ATBR20B

ATBR20C

R18

R21

ATBR18

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

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

Check **one** circle only.

Check **one** circle for each line.

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

- Yes _____
- No _____
- a) I have the student work with a specialized professional (e.g., reading specialist, speech therapist) ----- -
- b) I wait to see if performance improves with maturation ----- -
- c) I spend more time working on reading individually with that student ----- -
- d) I ask the parents to help the student with reading ----- -
- e) I recommend that the student be enrolled in a special reading program ----- -

ATBR21A

ATBR21B

ATBR21C

ATBR21D

ATBR21E

R19

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 ----- - -
- b) Discuss the homework in class ----- - -
- c) Monitor whether or not the homework was completed ----- - -

ATBR19A

ATBR19B

ATBR19C

Assessing Reading

R22

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

- ATBR22A a) Assessment of students' ongoing work ----- ○ — ○ — ○
- ATBR22B b) Classroom tests (for example, teacher-made or textbook tests) ----- ○ — ○ — ○
- ATBR22C c) National, regional, provincial, or district achievement tests ----- ○ — ○ — ○

Thank You

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

PIRLS
2016



**BOSTON
COLLEGE**

PROGRESS IN INTERNATIONAL READING LITERACY STUDY

Teacher Questionnaire

<Grade 4>



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International Association
for the Evaluation of
Educational Achievement

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PIRLS
2016

**PIRLS 2016 User Guide
for the International Database**

Section 5: **School** **Questionnaire**

Exhibit S1.5: Index of International Background Variables for the PIRLS 2016 School Questionnaire

PIRLS 2016 Question Number	PIRLS 2016 Variable Name	PIRLS 2016 Variable Description (See questionnaire for full item text)	PIRLS 2011 Variable Name	Notes
ScQ-01	ACBG01	What is the total enrollment of students in your school as of <first day of month PIRLS testing begins, 2016>?	ACBG01	Combined with TIMSS in 2011
ScQ-02	ACBG02	What is the total enrollment of <fourth grade> students in your school as of <first day of month PIRLS testing begins, 2016>?	ACBG02	Combined with TIMSS in 2011
ScQ-03a	ACBG03A	Approximately what percentage of students in your school have the following backgrounds? Come from economically disadvantaged homes	ACBG03A	
ScQ-03b	ACBG03B	Approximately what percentage of students in your school have the following backgrounds? Come from economically affluent homes	ACBG03B	
ScQ-04	ACBG04	Approximately what percentage of students in your school have <language of test> as their native language?	ACBG04	
ScQ-05A	ACBG05A	How many people live in the city, town, or area where your school is located?	ACBG05A	Modified response options in 2016
ScQ-05B	ACBG05B	Which best describes the immediate area in which your school is located?	ACBG05B	
ScQ-06a	ACBG06A	Does your school provide free meals for students? Breakfast		
ScQ-06b	ACBG06B	Does your school provide free meals for students? Lunch		
ScQ-07A	ACBG07A	For the <fourth grade> students in your school: How many days per year is your school open for instruction?	ACBG06A	
ScQ-07B	ACBG07B	For the <fourth grade> students in your school: What is the total instructional time, excluding breaks, in a typical day? (minutes)	ACBG06BA ACBG06BB	Hours and minutes separate variables in 2011
ScQ-07C	ACBG07C	For the <fourth grade> students in your school: In one calendar week, how many days is the school open for instruction?	ACBG06C	
ScQ-08A	ACBG08A	Does your school provide a place where students can work on their schoolwork before or after school?		
ScQ-08B	ACBG08B	(If Yes) Is someone available to assist them with their schoolwork?		
ScQ-09	ACBG09	Does your school have a school library?	ACBG09	
ScQ-09A	ACBG09A	Approximately how many books (print) with different titles does your school library have (exclude magazines and periodicals)?	ACBG09A	Modified wording in 2016
ScQ-09B	ACBG09B	Approximately how many titles of magazines and other periodicals (print) does your school library have?	ACBG09B	Modified wording in 2016
ScQ-09C	ACBG09C	Can students borrow print materials from the library to take home?		
ScQ-10	ACBG10	Does the school provide access to digital books?		
ScQ-11	ACBG11	How many computers (including tablets) does your school have for use by <fourth grade> students?		
ScQ-12Aa	ACBG12AA	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of the following? General School Resources: Instructional materials	ACBG10AA	
ScQ-12Ab	ACBG12AB	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of the following? General School Resources: Supplies (e.g., papers, pencils, materials)	ACBG10AB	Modified wording in 2016
ScQ-12Ac	ACBG12AC	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of the following? General School Resources: School buildings and grounds	ACBG10AC	
ScQ-12Ad	ACBG12AD	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of the following? General School Resources: Heating/cooling and lighting systems	ACBG10AD	
ScQ-12Ae	ACBG12AE	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of the following? General School Resources: Instructional space	ACBG10AE	
ScQ-12Af	ACBG12AF	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of the following? General School Resources: Technologically competent staff	ACBG10AF	
ScQ-12Ag	ACBG12AG	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of the following? General School Resources: Audio-visual resources for delivery of instruction		

Exhibit S1.5: Index of International Background Variables for the PIRLS 2016 School Questionnaire (Continued)

PIRLS 2016 Question Number	PIRLS 2016 Variable Name	PIRLS 2016 Variable Description (See questionnaire for full item text)	PIRLS 2011 Variable Name	Notes
ScQ-12Ah	ACBG12AH	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of the following? General School Resources: Computer technology for teaching and learning		
ScQ-12Ai	ACBG12AI	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of the following? General School Resources: Resources for students with disabilities		
ScQ-12Ba	ACBG12BA	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of the following? Resources for Reading Instruction: Teachers with a specialization in reading	ACBG10BA	
ScQ-12Bb	ACBG12BB	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of the following? Resources for Reading Instruction: Computer software/applications for reading instruction	ACBG10BB	Modified wording in 2016
ScQ-12Bc	ACBG12BC	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of the following? Resources for Reading Instruction: Library resources (books, ebooks, magazines, etc.)		
ScQ-12Bd	ACBG12BD	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of the following? Resources for Reading Instruction: Instructional materials for reading		
ScQ-13a	ACBG13A	How would you characterize each of the following within your school? Teachers' understanding of the school's curricular goals	ACBG12A	
ScQ-13b	ACBG13B	How would you characterize each of the following within your school? Teachers' degree of success in implementing the school's curriculum	ACBG12C	
ScQ-13c	ACBG13C	How would you characterize each of the following within your school? Teachers' expectations for student achievement	ACBG12D	
ScQ-13d	ACBG13D	How would you characterize each of the following within your school? Teachers' ability to inspire students		
ScQ-13e	ACBG13E	How would you characterize each of the following within your school? Collaboration between school leadership (including master teachers) and teachers to plan instruction		
ScQ-13f	ACBG13F	How would you characterize each of the following within your school? Parental involvement in school activities	ACBG12F	
ScQ-13g	ACBG13G	How would you characterize each of the following within your school? Parental commitment to ensure that students are ready to learn		
ScQ-13h	ACBG13H	How would you characterize each of the following within your school? Parental expectations for student achievement		
ScQ-13i	ACBG13I	How would you characterize each of the following within your school? Parental support for student achievement	ACBG12E	
ScQ-13j	ACBG13J	How would you characterize each of the following within your school? Students' desire to do well in school	ACBG12H	
ScQ-13k	ACBG13K	How would you characterize each of the following within your school? Students' ability to reach school's academic goals		
ScQ-13l	ACBG13L	How would you characterize each of the following within your school? Students' respect for classmates who excel academically		
ScQ-14a	ACBG14A	To what degree is each of the following a problem among <fourth grade> students in your school? Arriving late at school	ACBG13AA	
ScQ-14b	ACBG14B	To what degree is each of the following a problem among <fourth grade> students in your school? Absenteeism	ACBG13AB	
ScQ-14c	ACBG14C	To what degree is each of the following a problem among <fourth grade> students in your school? Classroom disturbance	ACBG13AC	
ScQ-14d	ACBG14D	To what degree is each of the following a problem among <fourth grade> students in your school? Cheating	ACBG13AD	
ScQ-14e	ACBG14E	To what degree is each of the following a problem among <fourth grade> students in your school? Profanity	ACBG13AE	
ScQ-14f	ACBG14F	To what degree is each of the following a problem among <fourth grade> students in your school? Vandalism	ACBG13AF	
ScQ-14g	ACBG14G	To what degree is each of the following a problem among <fourth grade> students in your school? Theft	ACBG13AG	

Exhibit S1.5: Index of International Background Variables for the PIRLS 2016 School Questionnaire (Continued)

PIRLS 2016 Question Number	PIRLS 2016 Variable Name	PIRLS 2016 Variable Description (See questionnaire for full item text)	PIRLS 2011 Variable Name	Notes
ScQ-14h	ACBG14H	To what degree is each of the following a problem among <fourth grade> students in your school? Intimidation or verbal abuse among students	ACBG13AH	
ScQ-14i	ACBG14I	To what degree is each of the following a problem among <fourth grade> students in your school? Physical fights among students	ACBG13AI	
ScQ-14j	ACBG14J	To what degree is each of the following a problem among <fourth grade> students in your school? Intimidation or verbal abuse of teachers or staff	ACBG13AJ	
ScQ-15a	ACBG15A	To what degree is each of the following a problem among teachers in your school? Arriving late or leaving early	ACBG13BA	
ScQ-15b	ACBG15B	To what degree is each of the following a problem among teachers in your school? Absenteeism	ACBG13BB	
ScQ-15c	ACBG15C	To what degree is each of the following a problem among teachers in your school? Failure to complete the curriculum		
ScQ-16a	ACBG16A	About how many of the students in your school can do the following when they begin the <first grade> of primary/elementary school? Recognize most of the letters of the alphabet	ACBG16A	Modified wording in 2016
ScQ-16b	ACBG16B	About how many of the students in your school can do the following when they begin the <first grade> of primary/elementary school? Read some words	ACBG16B	Modified wording in 2016
ScQ-16c	ACBG16C	About how many of the students in your school can do the following when they begin the <first grade> of primary/elementary school? Read sentences	ACBG16C	Modified wording in 2016
ScQ-16d	ACBG16D	About how many of the students in your school can do the following when they begin the <first grade> of primary/elementary school? Read a story		
ScQ-16e	ACBG16E	About how many of the students in your school can do the following when they begin the <first grade> of primary/elementary school? Write letters of the alphabet	ACBG16D	Modified wording in 2016
ScQ-16f	ACBG16F	About how many of the students in your school can do the following when they begin the <first grade> of primary/elementary school? Write some words	ACBG16E	Modified wording in 2016
ScQ-17a	ACBG17A	At which grade do the following reading skills and strategies first receive a major emphasis in instruction in your school? Knowing letters of the alphabet	ACBG17A	
ScQ-17b	ACBG17B	At which grade do the following reading skills and strategies first receive a major emphasis in instruction in your school? Knowing letter-sound relationships	ACBG17B	
ScQ-17c	ACBG17C	At which grade do the following reading skills and strategies first receive a major emphasis in instruction in your school? Reading words	ACBG17C	
ScQ-17d	ACBG17D	At which grade do the following reading skills and strategies first receive a major emphasis in instruction in your school? Reading isolated sentences	ACBG17D	
ScQ-17e	ACBG17E	At which grade do the following reading skills and strategies first receive a major emphasis in instruction in your school? Reading connected text	ACBG17E	
ScQ-17f	ACBG17F	At which grade do the following reading skills and strategies first receive a major emphasis in instruction in your school? Locating information within the text	ACBG17F	
ScQ-17g	ACBG17G	At which grade do the following reading skills and strategies first receive a major emphasis in instruction in your school? Identifying the main idea of a text	ACBG17G	
ScQ-17h	ACBG17H	At which grade do the following reading skills and strategies first receive a major emphasis in instruction in your school? Explaining or supporting understanding of a text	ACBG17H	
ScQ-17i	ACBG17I	At which grade do the following reading skills and strategies first receive a major emphasis in instruction in your school? Comparing a text with personal experience	ACBG17I	
ScQ-17j	ACBG17J	At which grade do the following reading skills and strategies first receive a major emphasis in instruction in your school? Comparing different texts	ACBG17J	
ScQ-17k	ACBG17K	At which grade do the following reading skills and strategies first receive a major emphasis in instruction in your school? Making predictions about what will happen next in a text	ACBG17K	
ScQ-17l	ACBG17L	At which grade do the following reading skills and strategies first receive a major emphasis in instruction in your school? Making generalizations and drawing inferences based on a text	ACBG17L	
ScQ-17m	ACBG17M	At which grade do the following reading skills and strategies first receive a major emphasis in instruction in your school? Describing the style or structure of a text	ACBG17M	

Exhibit S1.5: Index of International Background Variables for the PIRLS 2016 School Questionnaire (Continued)

PIRLS 2016 Question Number	PIRLS 2016 Variable Name	PIRLS 2016 Variable Description (See questionnaire for full item text)	PIRLS 2011 Variable Name	Notes
ScQ-17n	ACBG17N	At which grade do the following reading skills and strategies first receive a major emphasis in instruction in your school? Determining the author's perspective or intention	ACBG17N	
ScQ-18	ACBG18	By the end of this school year, how many years will you have been a principal altogether?		
ScQ-19	ACBG19	By the end of this school year, how many years will you have been a principal at this school?		
ScQ-20	ACBG20	What is the highest level of formal education you have completed?		
ScQ-21a	ACBG21A	Do you hold any of the following professional qualifications in educational leadership? Certificate or license		
ScQ-21b	ACBG21B	Do you hold any of the following professional qualifications in educational leadership? <Master's or equivalent level—ISCED Level 7>		
ScQ-21c	ACBG21C	Do you hold any of the following professional qualifications in educational leadership? <Doctor or equivalent level—ISCED Level 8>		



Identification Label

PROGRESS IN INTERNATIONAL READING LITERACY STUDY

School Questionnaire

<Grade 4>

<PIRLS National Research Center Name>

<Address>



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

School Questionnaire

Your school has agreed to participate in PIRLS 2016 (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 2016

School Enrollment and Characteristics

1

ACBG01

What is the total enrollment of students in your school as of <first day of month PIRLS testing begins, 2016>?

_____ students
Write in the number.

2

ACBG02

What is the total enrollment of <fourth grade> students in your school as of <first day of month PIRLS testing begins, 2016>?

_____ students
Write in the number.

3

ACBG03A

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

Check one circle for each line.

		0 to 10%	11 to 25%	26 to 50%	More than 50%
a) Come from economically disadvantaged homes	-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Come from economically affluent homes	-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ACBG03B

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

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

ACBG05A

Check one circle only.

- More than 500,000 people ---
- 100,001 to 500,000 people ---
- 50,001 to 100,000 people ---
- 30,001 to 50,000 people ---
- 15,001 to 30,000 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 ---

6

Does your school provide free meals for students?

Check one circle for each line.

		Yes, for all students	Yes, for some students	No
a) Breakfast	-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Lunch	-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ACBG06A

ACBG06B

Instructional Time

Resources and Technology

7

For the <fourth grade> students in your school:

ACBG07A

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

_____ days
Write in the number.

ACBG07B

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

_____ minutes
Write in the number of minutes per day.
Please convert the number of hours into minutes.

ACBG07C

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 ---

8

ACBG08A

A. Does your school provide a place where students can work on their schoolwork before or after school?

Check **one** circle only.

- Yes ---
 - No ---
- (If No, go to #9)

ACBG08B

If Yes,
B. Is someone available to assist them with their schoolwork?

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 (print) 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 (print) does your school library have?

ACBG09B

Check **one** circle only.

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

C. Can students borrow print materials from the library to take home?

ACBG09C

Check **one** circle only.

- Yes ---
- No ---

10

ACBG10

Does the school provide access to digital books?

Check **one** circle only.

Yes ---

No ---

11

ACBG11

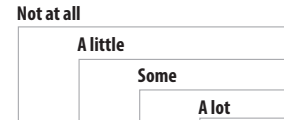
How many computers (including tablets) does your school have for use by <fourth grade> students?

_____ computers
Write in the number.

12

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.



A. General School Resources

a) Instructional materials (e.g., textbooks) ----- ACBG12AA

b) Supplies (e.g., papers, pencils, materials) ----- ACBG12AB

c) School buildings and grounds ----- ACBG12AC

d) Heating/cooling and lighting systems ----- ACBG12AD

e) Instructional space (e.g., classrooms) ----- ACBG12AE

f) Technologically competent staff ----- ACBG12AF

g) Audio-visual resources for delivery of instruction (e.g., interactive white boards, digital projectors) ----- ACBG12AG

h) Computer technology for teaching and learning (e.g., computers or tablets for student use) ----- ACBG12AH

i) Resources for students with disabilities ----- ACBG12AI

B. Resources for Reading Instruction

a) Teachers with a specialization in reading ----- ACBG12BA

b) Computer software/ applications for reading instruction ----- ACBG12BB

c) Library resources (books, ebooks, magazines, etc.) ----- ACBG12BC

d) Instructional materials for reading (e.g., reading series, textbooks) ----- ACBG12BD

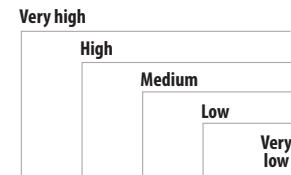
School Emphasis on Academic Success

School Discipline and Safety

13

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

Check **one** circle for each line.

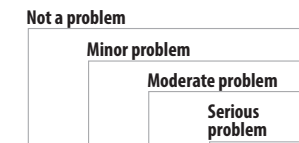


- ACBG13A a) Teachers' understanding of the school's curricular goals ----- ○ — ○ — ○ — ○ — ○
- ACBG13B b) Teachers' degree of success in implementing the school's curriculum ----- ○ — ○ — ○ — ○ — ○
- ACBG13C c) Teachers' expectations for student achievement ----- ○ — ○ — ○ — ○ — ○
- ACBG13D d) Teachers' ability to inspire students ----- ○ — ○ — ○ — ○ — ○
- ACBG13E e) Collaboration between school leadership (including master teachers) and teachers to plan instruction ----- ○ — ○ — ○ — ○ — ○
- ACBG13F f) Parental involvement in school activities ----- ○ — ○ — ○ — ○ — ○
- ACBG13G g) Parental commitment to ensure that students are ready to learn ----- ○ — ○ — ○ — ○ — ○
- ACBG13H h) Parental expectations for student achievement ----- ○ — ○ — ○ — ○ — ○
- ACBG13I i) Parental support for student achievement ----- ○ — ○ — ○ — ○ — ○
- ACBG13J j) Students' desire to do well in school ----- ○ — ○ — ○ — ○ — ○
- ACBG13K k) Students' ability to reach school's academic goals ----- ○ — ○ — ○ — ○ — ○
- ACBG13L l) Students' respect for classmates who excel academically ----- ○ — ○ — ○ — ○ — ○

14

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

Check **one** circle for each line.



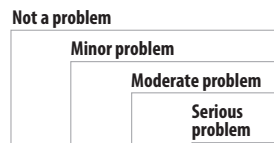
- a) Arriving late at school ----- ○ — ○ — ○ — ○ ----- ACBG14A
- b) Absenteeism (i.e., unjustified absences) ----- ○ — ○ — ○ — ○ ----- ACBG14B
- c) Classroom disturbance ----- ○ — ○ — ○ — ○ ----- ACBG14C
- d) Cheating ----- ○ — ○ — ○ — ○ ----- ACBG14D
- e) Profanity ----- ○ — ○ — ○ — ○ ----- ACBG14E
- f) Vandalism ----- ○ — ○ — ○ — ○ ----- ACBG14F
- g) Theft ----- ○ — ○ — ○ — ○ ----- ACBG14G
- h) Intimidation or verbal abuse among students (including texting, emailing, etc.) ----- ○ — ○ — ○ — ○ ----- ACBG14H
- i) Physical fights among students ----- ○ — ○ — ○ — ○ ----- ACBG14I
- j) Intimidation or verbal abuse of teachers or staff (including texting, emailing, etc.) ----- ○ — ○ — ○ — ○ ----- ACBG14J

Students' Literacy Readiness

15

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

Check **one** circle for each line.



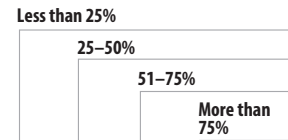
ACBG15A
ACBG15B
ACBG15C

- a) Arriving late or leaving early ----- ○ — ○ — ○ — ○
- b) Absenteeism ----- ○ — ○ — ○ — ○
- c) Failure to complete the curriculum ----- ○ — ○ — ○ — ○

16

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

Check **one** circle for each line.



- a) Recognize most of the letters of the alphabet ----- ○ — ○ — ○ — ○
- b) Read some words ----- ○ — ○ — ○ — ○
- c) Read sentences ----- ○ — ○ — ○ — ○
- d) Read a story ----- ○ — ○ — ○ — ○
- e) Write letters of the alphabet ----- ○ — ○ — ○ — ○
- f) Write some words ----- ○ — ○ — ○ — ○

ACBG16A
ACBG16B
ACBG16C
ACBG16D
ACBG16E
ACBG16F

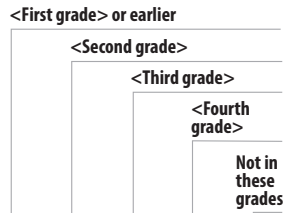
Reading in Your School

Principal Experience and Education

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.



- ACBG17A a) Knowing letters of the alphabet ----- ○ — ○ — ○ — ○ — ○
- ACBG17B b) Knowing letter-sound relationships ----- ○ — ○ — ○ — ○ — ○
- ACBG17C c) Reading words ----- ○ — ○ — ○ — ○ — ○
- ACBG17D d) Reading isolated sentences ----- ○ — ○ — ○ — ○ — ○
- ACBG17E e) Reading connected text ----- ○ — ○ — ○ — ○ — ○
- ACBG17F f) Locating information within the text ----- ○ — ○ — ○ — ○ — ○
- ACBG17G g) Identifying the main idea of a text ----- ○ — ○ — ○ — ○ — ○
- ACBG17H h) Explaining or supporting understanding of a text ----- ○ — ○ — ○ — ○ — ○
- ACBG17I i) Comparing a text with personal experience ----- ○ — ○ — ○ — ○ — ○
- ACBG17J j) Comparing different texts ----- ○ — ○ — ○ — ○ — ○
- ACBG17K k) Making predictions about what will happen next in a text ----- ○ — ○ — ○ — ○ — ○
- ACBG17L l) Making generalizations and drawing inferences based on a text ----- ○ — ○ — ○ — ○ — ○
- ACBG17M m) Describing the style or structure of a text ----- ○ — ○ — ○ — ○ — ○
- ACBG17N n) Determining the author's perspective or intention ----- ○ — ○ — ○ — ○ — ○

18

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

ACBG18

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

19

By the end of this school year, how many years will you have been a principal at this school?

ACBG19

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

20

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

ACBG20

Check **one** circle only.

- Did not complete <Bachelor's or equivalent level—ISCED Level 6> --- ○
- <Bachelor's or equivalent level—ISCED Level 6> --- ○
- <Master's or equivalent level—ISCED Level 7> --- ○
- <Doctor or equivalent level—ISCED Level 8> --- ○

21

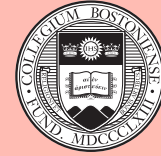
Do you hold any of the following professional qualifications in educational leadership?

Check **one** circle for each line.

- a) Certificate or license ----- ○ — ^{Yes}○ — ^{No}○ ACBG21A
- b) <Master's or equivalent level—ISCED Level 7> ----- ○ — ○ ACBG21B
- c) <Doctor or equivalent level—ISCED Level 8> --- ○ — ○ ACBG21C

Thank You

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



BOSTON
COLLEGE

PIRLS
2016

PROGRESS IN INTERNATIONAL READING LITERACY STUDY

School Questionnaire

<Grade 4>



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PIRLS
2016

**PIRLS 2016 User Guide
for the International Database**

Section 6: **Curriculum Questionnaire**

Exhibit S1.6: Index of International Background Variables for the PIRLS 2016 Curriculum Questionnaire

PIRLS 2016 Question Number	PIRLS 2016 Variable Name	PIRLS 2016 Variable Description (See questionnaire for full item text)
CQG-01	GEN01	What is your country's name for the grade(s) tested in PIRLS 2016, in English (e.g., grade 4)?
CQG-02A	GEN02A	In your country, what is the stated official policy or regulation on students' age of entry to primary school (ISCED Level 1)?
CQG-02B	GEN02B	If the official policy [on age of entry] allows some parental discretion or choice, please describe the usual practice.
CQG-03A	GEN03A	Has the stated official policy [on age of entry] changed in the last 10 years?
CQG-03B	GEN03B	If Yes ... How did the policy change, and when was the change made?
CQG-04A	GEN04A	What are the ages of compulsory education in your country?
CQG-04B	GEN04B	What are the 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 policy on the promotion and retention of students across grades 1-4?
CQG-06T	GEN06T	Does your country have a policy on the promotion and retention of students across grades 1-4? Please describe:
CQG-07	GEN07	Does your country have a nationally mandated number of school days per year?
CQG-07T	GEN07T	Does your country have a nationally mandated number of school days per year? Please describe:
CQG-08Aa	GEN08AA	Does your country provide universal ECED or PPE coverage? ECED programs for children under age 3
CQG-08Ab	GEN08AB	Does your country provide universal ECED or PPE coverage? PPE programs for children age 3 or older
CQG-08B	GEN08B	How many years can children attend [ECED or PPE] programs altogether?
CQG-08BT	GEN08BT	How many years can children attend [ECED or PPE] programs altogether? Comments:
CQG-08Ca	GEN08CA	Does your country provide targeted ECED or PPE coverage? ECED programs for children under age 3
CQG-08Cb	GEN08CB	Does your country provide targeted ECED or PPE coverage? PPE programs for children age 3 or older
CQG-08CTA	GEN08CTA	Does your country provide targeted ECED or PPE coverage? Please describe:
CQG-08CTB	GEN08CTB	Does your country provide targeted ECED or PPE coverage? Comments:
CQG-09Aa	GEN09AA	Does your country have national curriculum guidance documents for ECED or PPE programs? ECED programs for children under age 3
CQG-09Ab	GEN09AB	Does your country have national curriculum guidance documents for ECED or PPE programs? PPE programs for children age 3 or older
CQG-09BaA	GEN09BAA	If Yes ... Do the curriculum guidance documents cover any of the following topic areas? ECED programs: Socio-emotional development
CQG-09BaB	GEN09BAB	If Yes ... Do the curriculum guidance documents cover any of the following topic areas? PPE programs: Socio-emotional development
CQG-09BbA	GEN09BBA	If Yes ... Do the curriculum guidance documents cover any of the following topic areas? ECED programs: Physical development and health education
CQG-09BbB	GEN09BBB	If Yes ... Do the curriculum guidance documents cover any of the following topic areas? PPE programs: Physical development and health education
CQG-09BcA	GEN09BCA	If Yes ... Do the curriculum guidance documents cover any of the following topic areas? ECED programs: Oral language development and communication skills
CQG-09BcB	GEN09BCB	If Yes ... Do the curriculum guidance documents cover any of the following topic areas? PPE programs: Oral language development and communication skills
CQG-09BdA	GEN09BDA	If Yes ... Do the curriculum guidance documents cover any of the following topic areas? ECED programs: Reading and literacy skills
CQG-09BdB	GEN09BDB	If Yes ... Do the curriculum guidance documents cover any of the following topic areas? PPE programs: Reading and literacy skills
CQG-09BeA	GEN09BEA	If Yes ... Do the curriculum guidance documents cover any of the following topic areas? ECED programs: Mathematics and numeracy skills
CQG-09BeB	GEN09BEB	If Yes ... Do the curriculum guidance documents cover any of the following topic areas? PPE programs: Mathematics and numeracy skills
CQG-09BfA	GEN09BFA	If Yes ... Do the curriculum guidance documents cover any of the following topic areas? ECED programs: Science including understanding the natural world (e.g., weather)
CQG-09BfB	GEN09BFB	If Yes ... Do the curriculum guidance documents cover any of the following topic areas? PPE programs: Science including understanding the natural world (e.g., weather)

Exhibit S1.6: Index of International Background Variables for the PIRLS 2016 Curriculum Questionnaire (Continued)

PIRLS 2016 Question Number	PIRLS 2016 Variable Name	PIRLS 2016 Variable Description (See questionnaire for full item text)
CQG-09BgA	GEN09BGA	If Yes ... Do the curriculum guidance documents cover any of the following topic areas? ECED programs: Other
CQG-09BgB	GEN09BGB	If Yes ... Do the curriculum guidance documents cover any of the following topic areas? PPE programs: Other
CQG-09BgT	GEN09BGT	If Yes ... Do the curriculum guidance documents cover any of the following topic areas? ECED and PPE programs: Other, please specify below
CQG-09BT	GEN09BT	If Yes ... Do the curriculum guidance documents cover any of the following topic areas? ECED and PPE programs: Comments:
CQG-10A	GEN10A	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?
CQG-10B	GEN10B	If Yes ... Please describe the grades at which the exams are given, the subjects that are assessed, and the purpose of each exam.
CQG-11A	GEN11A	Does your country have a policy on using student achievement to assign students to classes (e.g., streaming, tracking, setting)?
CQG-11B	GEN11B	If Yes ... 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.
CQG-12A	GEN12A	What is the main preparation route(s) for teachers of students in the fourth grade?
CQG-12Ba	GEN12BA	According to the main teacher preparation route, what are the current requirements for being a teacher of students in the fourth grade? Supervised practicum during the teacher education program
CQG-12BaT	GEN12BAT	If Yes ... How long is this period?
CQG-12Bb	GEN12BB	According to the main teacher preparation route, what are the current requirements for being a teacher of students in the fourth grade? Passing a qualifying examination (e.g., licensing, certification)
CQG-12Bc	GEN12BC	According to the main teacher preparation route, what are the current requirements for being a teacher of students in the fourth grade? Completion of a probationary teaching period
CQG-12BcT	GEN12BCT	If Yes ... How long is this period?
CQG-12Bd	GEN12BD	According to the main teacher preparation route, what are the current requirements for being a teacher of students in the fourth grade? Completion of a mentoring or induction program (e.g., experienced teachers work with novice teachers to provide instructional guidance)
CQG-12Be	GEN12BE	According to the main teacher preparation route, what are the current requirements for being a teacher of students in the fourth grade? Other
CQG-12BeT	GEN12BET	According to the main teacher preparation route, what are the current requirements for being a teacher of students in the fourth grade? Other, please specify below:
CQG-12C	GEN12C	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?
CQG-12D	GEN12D	If Yes ... How did the policy change, and when was the change made?
CQG-13A	GEN13A	What is the main preparation route(s) for principals of schools with fourth grade students?
CQG-13Ba	GEN13BA	According to the main principal preparation route, what are the current requirements for being a principal of a school with fourth grade students? Teaching experience
CQG-13Bb	GEN13BB	According to the main principal preparation route, what are the current requirements for being a principal of a school with fourth grade students? Completion of a specialized school leadership training [or degree] program
CQG-13Bc	GEN13BC	According to the main principal preparation route, what are the current requirements for being a principal of a school with fourth grade students? Other
CQG-13BcT	GEN13BCT	According to the main principal preparation route, what are the current requirements for being a principal of a school with fourth grade students? Other, please specify below:
CQG-13C	GEN13C	In the last 10 years, has their been a change in the stated official policy about the requirements for being a principal of a school with fourth grade students?
CQG-13D	GEN13D	If Yes ... How did the policy change, and when was the change made?
CQR-01	READ01	Does your country have a national curriculum that covers reading instruction at the fourth grade of primary/elementary school?
CQR-01TA	READ01TA	If Yes ... Comments:
CQR-01TB	READ01TB	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?
CQR-02a	READ02A	How is reading addressed in the curriculum? Reading is presented as part of the curriculum for language instruction

Exhibit S1.6: Index of International Background Variables for the PIRLS 2016 Curriculum Questionnaire (Continued)

PIRLS 2016 Question Number	PIRLS 2016 Variable Name	PIRLS 2016 Variable Description (See questionnaire for full item text)
CQR-02b	READ02B	How is reading addressed in the curriculum? Reading is presented as a separate curriculum area
CQR-02c	READ02C	How is reading addressed in the curriculum? Reading is integrated across the curriculum
CQR-02T	READ02T	How is reading addressed in the curriculum? Comments:
CQR-03A	READ03A	In what year was the 2015/2016 language/reading curriculum introduced?
CQR-03AT	READ03AT	In what year was the 2015/2016 language/reading curriculum introduced? Comments:
CQR-03B	READ03B	Is the language/reading curriculum currently being revised?
CQR-03BTA	READ03BTA	If Yes ... Please explain:
CQR-03BTB	READ03BTB	If No ... Comments:
CQR-04	READ04	For the primary/elementary school language/reading curriculum, what is the grade structure?
CQR-04T	READ04T	For the primary/elementary school language/reading curriculum, what is the grade structure? Comments:
CQR-05a	READ05A	What does the language/reading curriculum prescribe? Percentage or amount of total instructional time to be devoted to language/reading instruction
CQR-05aT	READ05AT	If Yes ... Please specify the percentage:
CQR-05b	READ05B	What does the language/reading curriculum prescribe? Goals and objectives
CQR-05c	READ05C	What does the language/reading curriculum prescribe? Instructional processes or methods
CQR-05d	READ05D	What does the language/reading curriculum prescribe? Materials (e.g., textbooks, instructional materials)
CQR-05e	READ05E	What does the language/reading curriculum prescribe? Assessment methods/activities
CQR-05f	READ05F	What does the language/reading curriculum prescribe? Other
CQR-05fT	READ05fT	What does the language/reading curriculum prescribe? Other, please specify below:
CQR-05T	READ05T	What does the language/reading curriculum prescribe? Comments:
CQR-06a	READ06A	How is the language/reading curriculum implementation evaluated? Visits by inspectors
CQR-06b	READ06B	How is the language/reading curriculum implementation evaluated? Research programs
CQR-06c	READ06C	How is the language/reading curriculum implementation evaluated? School self-evaluation
CQR-06d	READ06D	How is the language/reading curriculum implementation evaluated? National or regional examinations
CQR-06e	READ06E	How is the language/reading curriculum implementation evaluated? Other
CQR-06eT	READ06ET	How is the language/reading curriculum implementation evaluated? Other, please specify below:
CQR-06T	READ06T	How is the language/reading curriculum implementation evaluated? Comments:
CQR-07A	READ07A	Is there a process for approving the language/reading instructional materials?
CQR-07AT	READ07AT	If Yes ... Please describe the process, and what materials (e.g., textbooks, workbooks, online materials) must be approved through this process:
CQR-07B	READ07B	Is there a policy of encouraging teachers to find and develop language/reading materials other than those prescribed by the national curriculum?
CQR-07BT	READ07BT	If Yes ... Please describe the policy.
CQR-07C	READ07C	Does the national curriculum contain statements/policies about the use of technology (e.g., computers, tablets, Internet) in language/reading instruction?
CQR-07CT	READ07CT	If Yes ... What are the statements/policies?
CQR-07D	READ07D	Is there a program to apply for funding to subsidize reading resources (e.g., library, instructional materials, technology)?
CQR-07DT	READ07DT	If Yes ... Please describe the program.
CQR-07E	READ07E	Does your country (state, province) offer a national program targeting struggling readers in the fourth grade (e.g., Reading Recovery®)?
CQR-07ET	READ07ET	If Yes ... Please describe the program.
CQR-08Aa	READ08AA	By the end of the fourth grade, how much are the following reading processes emphasized in the language/reading curriculum? Focus on and retrieve explicitly stated information: Retrieve explicitly stated information from a sentence or phrase

Exhibit S1.6: Index of International Background Variables for the PIRLS 2016 Curriculum Questionnaire (Continued)

PIRLS 2016 Question Number	PIRLS 2016 Variable Name	PIRLS 2016 Variable Description (See questionnaire for full item text)
CQR-08Ab	READ08AB	By the end of the fourth grade, how much are the following reading processes emphasized in the language/reading curriculum? Focus on and retrieve explicitly stated information: Locate and reproduce details from a clearly defined section of text
CQR-08Ba	READ08BA	By the end of the fourth grade, how much are the following reading processes emphasized in the language/reading curriculum? Make straightforward inferences: Connect two or more pieces of information or ideas
CQR-08Bb	READ08BB	By the end of the fourth grade, how much are the following reading processes emphasized in the language/reading curriculum? Make straightforward inferences: Identify main ideas
CQR-08Bc	READ08BC	By the end of the fourth grade, how much are the following reading processes emphasized in the language/reading curriculum? Make straightforward inferences: Recognize plot sequences and character traits
CQR-08Ca	READ08CA	By the end of the fourth grade, how much are the following reading processes emphasized in the language/reading curriculum? Interpret and integrate ideas and information: Describe the overall message or theme
CQR-08Cb	READ08CB	By the end of the fourth grade, how much are the following reading processes emphasized in the language/reading curriculum? Interpret and integrate ideas and information: Compare information within and across texts
CQR-08Cc	READ08CC	By the end of the fourth grade, how much are the following reading processes emphasized in the language/reading curriculum? Interpret and integrate ideas and information: Make generalizations and draw inferences with text support
CQR-08Da	READ08DA	By the end of the fourth grade, how much are the following reading processes emphasized in the language/reading curriculum? Examine and evaluate content, language, and textual elements: Describe the style or structure of text
CQR-08Db	READ08DB	By the end of the fourth grade, how much are the following reading processes emphasized in the language/reading curriculum? Examine and evaluate content, language, and textual elements: Determine the author's perspective or intention
CQR-08T	READ08T	By the end of the fourth grade, how much are the following reading processes emphasized in the language/reading curriculum? Comments:
CQR-09a	READ09A	How much emphasis does the language/reading curriculum place on the following purposes for reading? Reading to improve reading
CQR-09b	READ09B	How much emphasis does the language/reading curriculum place on the following purposes for reading? Reading for literary experience
CQR-09c	READ09C	How much emphasis does the language/reading curriculum place on the following purposes for reading? Reading to acquire information
CQR-09d	READ09D	How much emphasis does the language/reading curriculum place on the following purposes for reading? Reading for enjoyment
CQR-09T	READ09T	How much emphasis does the language/reading curriculum place on the following purposes for reading? Comments:
CQR-10a	READ10A	How much emphasis does the language/reading curriculum place on digital reading? Strategies for reading digital texts
CQR-10b	READ10B	How much emphasis does the language/reading curriculum place on digital reading? Looking up information to research a topic
CQR-10c	READ10C	How much emphasis does the language/reading curriculum place on digital reading? Critical evaluation of Internet information
CQR-10T	READ10T	How much emphasis does the language/reading curriculum place on digital reading? Comments:



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PIRLS 2016 Curriculum Questionnaire

ePIRLS
Online Reading
2016

PIRLS
Literacy
2016



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PIRLS2016MS_OCQ - English
You are not logged in.



Welcome to the IEA - DPC SurveySystem

PIRLS 2016
Curriculum Questionnaire

Please enter your user ID and password (Checksum).

User ID:

Password:

Login



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PIRLS - 2016 - English

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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

[Table of Contents](#)

Next

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PIRLS 2016 Curriculum Questionnaire - GENERAL MODULE

GENERAL MODULE

[Previous](#)

1/27

[Table of Contents](#)

[Next](#)

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GEN01

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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)?

[Previous](#) 2/27 [Table of Contents](#) [Next](#)

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PIRLS 2016 Curriculum Questionnaire - Grade Structure and Student Flow

GEN02A

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."

GEN02B

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."

[Previous](#)

3/27 [Table of Contents](#)

[Next](#)

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GEN03A

GEN03B

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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?

[Previous](#) 4/27 [Table of Contents](#) [Next](#)

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PIRLS 2016 Curriculum Questionnaire - Grade Structure and Student Flow

GEN04A

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

Example: "Ages 6-16."

GEN04B

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

Example: "Grades 1-9."

[Previous](#)

5/27 [Table of Contents](#)

[Next](#)

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GEN05

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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."

6/27 [Table of Contents](#)

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GEN06

GEN06T

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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:

[Previous](#)

7/27 [Table of Contents](#)

[Next](#)

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PIRLS 2016 Curriculum Questionnaire - Grade Structure and Student Flow

GEN07

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

Check **one** circle only.

- Yes
- No

Please describe:

GEN07T

[Previous](#)

8/27 [Table of Contents](#)

[Next](#)

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PIRLS 2016 Curriculum Questionnaire - Early Childhood Education

Early Childhood Education

Early childhood education (ISCED Level 0) is subdivided into:
 • **Early childhood educational development (ECEC)** 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 ECEC 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) ECEC 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

Comments:

[Previous](#)

9/27 [Table of Contents](#)

[Next](#)

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GEN08AA
GEN08AB
GEN08B

GEN08BT

(Continued on Next Page)

PIRLS - 2016 - English
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(Continued)

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:

Comments:

[Previous](#)

9/27

[Table of Contents](#)

[Next](#)

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GEN08CA
GEN08CB

GEN08CTA

GEN08CTB

PIRLS - 2016 - English

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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"/> |

[Previous](#)

10/27

[Table of Contents](#)

[Next](#)

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GEN09AA
GEN09AB



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PIRLS 2016 Curriculum Questionnaire - Early Childhood Education

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:

Comments:

[Previous](#)

11/27 [Table of Contents](#)

[Next](#)

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GEN09BAA
GEN09BBA
GEN09BCA
GEN09BDA
GEN09BEA
GEN09BFA
GEN09BGA

GEN09BGT

GEN09BT

GEN09BAB
GEN09BBB
GEN09BCB
GEN09BDB
GEN09BEB
GEN09BFB
GEN09BGB



PIRLS - 2016 - English
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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."

[Previous](#)

12/27 [Table of Contents](#)

[Next](#)

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GEN10A

GEN10B

PIRLS - 2016 - English
You are logged in as: 9998 [Logout](#)

PIRLS 2016 Curriculum Questionnaire - Examinations

GEN11A

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

GEN11B

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.

Previous

13/27 [Table of Contents](#)

Next

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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: 100px;" 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: 100px;" 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:		

[Previous](#)

14/27 [Table of Contents](#)

[Next](#)

GEN12A

GEN12BA

GEN12BAT

GEN12BB

GEN12BC

GEN12BCT

GEN12BD

GEN12BE

GEN12BET

(Continued on Next Page)

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(Continued)

PIRLS 2016 Curriculum Questionnaire - Teacher Preparation

GEN12C

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

GEN12D

If Yes...

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

Previous

14/27 [Table of Contents](#)

Next

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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"/>

[Previous](#)

15/27 [Table of Contents](#)

[Next](#)

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GEN13A

GEN13BA

GEN13BB

GEN13BC

GEN13BCT

(Continued on Next Page)

PIRLS - 2016 - English
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(Continued)

PIRLS 2016 Curriculum Questionnaire - Principal Preparation

GEN13C

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

GEN13D

If Yes...

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

Previous

15/27 [Table of Contents](#)

Next

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PIRLS - 2016 - English
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PIRLS 2016 Curriculum Questionnaire - READING MODULE

READING MODULE

[Previous](#)

16/27 [Table of Contents](#)

[Next](#)

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

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?

[Previous](#)

17/27 [Table of Contents](#)

[Next](#)

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READ01

READ01TA

READ01TB



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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"/> |

Comments:

[Previous](#)

18/27 [Table of Contents](#)

[Next](#)

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READ02A
READ02B
READ02C

READ02T

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

READ03A

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

READ03AT

Comments:

READ03B

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

Check **one** circle only.

- Yes
- No

READ03BTA

If Yes...
Please explain:

[Previous](#)

19/27 [Table of Contents](#)

[Next](#)

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(Continued on Next Page)

READ03BTB

PIRLS - 2016 - English
You are logged in as: 9998 [Logout](#)

(Continued)

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

If No...
Comments:

[Previous](#)

19/27 [Table of Contents](#)

[Next](#)

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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."

READ04

Comments:

READ04T

[Previous](#)

20/27 [Table of Contents](#)

[Next](#)

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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"/>
If Yes...		
Please specify the percentage:		<input type="text"/>
<i>If the curriculum specifies the number of minutes/hours or the number of lessons, please convert to a percentage.</i>		
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:		

Comments:

[Previous](#)

21/27 [Table of Contents](#)

[Next](#)

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READ05A
READ05AT

READ05B
READ05C
READ05D
READ05E
READ05F

READ05FT

READ05T

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PIRLS 2016 Curriculum Questionnaire - Curriculum Specifications

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 Please specify below:	<input type="radio"/>	<input type="radio"/>

Comments:

[Previous](#)

22/27 [Table of Contents](#)

[Next](#)

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READ06A
READ06B
READ06C
READ06D
READ06E

READ06ET

READ06T

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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.

[Previous](#)

23/27 [Table of Contents](#)

[Next](#)

(Continued on Next Page)

PIRLS - 2016 - English
You are logged in as: 9998 [Logout](#)

(Continued)

PIRLS 2016 Curriculum Questionnaire - Instructional Materials and Use of Technology

READ07C

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?

READ07CT

READ07D

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.

READ07DT

[Previous](#)

23/27 [Table of Contents](#)

[Next](#)

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(Continued on Next Page)

PIRLS - 2016 - English
You are logged in as: 9998 [Logout](#)

(Continued)

PIRLS 2016 Curriculum Questionnaire - Instructional Materials and Use of Technology

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.

[Previous](#)

23/27 [Table of Contents](#)

[Next](#)

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READ07E

READ07ET

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

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"/>

READ08AA
READ08AB

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"/>

READ08BA
READ08BB
READ08BC

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"/>

READ08CA
READ08CB
READ08CC

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"/>

READ08DA
READ08DB

Comments:

READ08T

[Previous](#)

24/27 [Table of Contents](#)

[Next](#)

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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"/>

Comments:

[Previous](#)

25/27 [Table of Contents](#)

[Next](#)

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READ09A
READ09B
READ09C
READ09D

READ09T

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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"/>

Comments:

[Previous](#)

26/27 [Table of Contents](#)

[Next](#)

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READ10A
READ10B
READ10C

READ10T



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