



Identification Label

PROGRESS IN INTERNATIONAL READING LITERACY STUDY

# School Questionnaire

**<Grade 4>**

**<PIRLS National Research Center Name>**

**<Address>**



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

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# 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

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

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

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"/>

## 4

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?

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?

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"/>

## Instructional Time

7

For the <fourth grade> students in your school:

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

\_\_\_\_\_ days

Write in the number.

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.

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

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)

If Yes,

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

Check **one** circle only.

Yes ---

No ---

## Resources and Technology

9

Does your school have a school library?

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)?

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?

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?

Check **one** circle only.

Yes ---

No ---

**10** **Does the school provide access to digital books?**

Check **one** circle only.

Yes ---

No ---

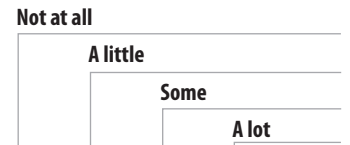
**11** **How many computers (including tablets) does your school have for use by <fourth grade> students?**

\_\_\_\_\_ 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) -----  ---  ---  ---
- b) Supplies (e.g., papers, pencils, materials) -----  ---  ---  ---
- c) School buildings and grounds -----  ---  ---  ---
- d) Heating/cooling and lighting systems -----  ---  ---  ---
- e) Instructional space (e.g., classrooms) -----  ---  ---  ---
- f) Technologically competent staff -----  ---  ---  ---
- g) Audio-visual resources for delivery of instruction (e.g., interactive white boards, digital projectors) -----  ---  ---  ---
- h) Computer technology for teaching and learning (e.g., computers or tablets for student use) -----  ---  ---  ---
- i) Resources for students with disabilities -----  ---  ---  ---

**B. Resources for Reading Instruction**

- a) Teachers with a specialization in reading -----  ---  ---  ---
- b) Computer software/ applications for reading instruction -----  ---  ---  ---
- c) Library resources (books, ebooks, magazines, etc.) -----  ---  ---  ---
- d) Instructional materials for reading (e.g., reading series, textbooks) -----  ---  ---  ---

**13**

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"/>
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"/>
c) Teachers' expectations for student achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Teachers' ability to inspire students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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"/>
f) Parental involvement in school activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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"/>
h) Parental expectations for student achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) Parental support for student achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) Students' desire to do well in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k) Students' ability to reach school's academic goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l) Students' respect for classmates who excel academically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**14**

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

Check **one** circle for each line.

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

15

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

Check **one** circle for each line.

	Not a problem			
		Minor problem		
			Moderate problem	
				Serious problem
a) Arriving late or leaving early -----	○	○	○	○
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?

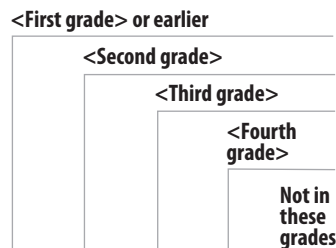
Check **one** circle for each line.

	Less than 25%			
		25-50%		
			51-75%	
				More than 75%
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 -----	○	○	○	○

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.



- a) Knowing letters of the alphabet -----  —  —  —  —
- b) Knowing letter-sound relationships -----  —  —  —  —
- c) Reading words -----  —  —  —  —
- d) Reading isolated sentences -----  —  —  —  —
- e) Reading connected text -----  —  —  —  —
- f) Locating information within the text -----  —  —  —  —
- g) Identifying the main idea of a text -----  —  —  —  —
- h) Explaining or supporting understanding of a text -----  —  —  —  —
- i) Comparing a text with personal experience -----  —  —  —  —
- j) Comparing different texts -----  —  —  —  —
- k) Making predictions about what will happen next in a text -----  —  —  —  —
- l) Making generalizations and drawing inferences based on a text -----  —  —  —  —
- m) Describing the style or structure of a text -----  —  —  —  —
- 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?

\_\_\_\_\_ 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?

\_\_\_\_\_ years  
Please **round** to the nearest whole number.

20

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

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
- b) <Master's or equivalent level—ISCED Level 7> -----  —
- c) <Doctor or equivalent level—ISCED Level 8> --  —



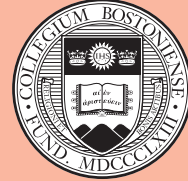
# Thank You

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

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BOSTON  
COLLEGE

# PIRLS 2016

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# School Questionnaire

<Grade 4>



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International Association  
for the Evaluation of  
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