

APPENDIX C

PIRLS Background Questionnaires

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School ID

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Checksum



Identification Label

PROGRESS IN INTERNATIONAL READING LITERACY STUDY

School Questionnaire

Grade 4

National Center for Education Statistics

U.S. Department of Education

1990 K St., NW

Washington, DC 20006

Field Test Version



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

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According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0645. The time required to complete this information collection is estimated to average 40 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments or concerns regarding the accuracy of the time estimate(s), suggestions for improving the form, or the status of your individual submission of this form, write directly to: Progress in International Reading Literacy Study (PIRLS), National Center for Education Statistics, U.S. Department of Education, 1990 K Street, N.W., Washington, D.C. 20006.

OMB No. 1850-0645, Approval Expires xx/xx/2017.

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 40 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 the United States.

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 the United States. 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 40 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 the PIRLS school coordinator.

Your response will be combined with those from other participants to produce summary statistics and reports.

Thank you.

PIRLS 2016

School Enrollment and Characteristics

1

What is the total enrollment of students in your school as of March 1, 2015?

_____ students
Write in a number.

2

What is the total enrollment of fourth grade students in your school as of March 1, 2015?

_____ students
Write in a 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

A. Approximately what percentage of students in your school have English as their native language?

Check **one** circle only.

- More than 90% ---
- 76 to 90% ---
- 51 to 75% ---
- 26 to 50% ---
- 25% or less ---

B. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient (LEP)/English Language Learners (ELL)?

Check **one** circle only.

- 0% ---
- 1 to 5% ---
- 6 to 10% ---
- 11 to 25% ---
- 26 to 50% ---
- 51 to 75% ---
- 76 to 90% ---
- Over 90% ---

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 ---

C. Which best characterizes the average income level of the school's immediate area?*Check one circle only.*

- High ---
- Medium ---
- Low ---

6**What type of school is this?***Check one circle only.*

- Regular public school --
- A regular public school with a magnet program --
- A magnet school or school with a special program emphasis (e.g., Montessori, science/math school, performing arts school, talented/gifted school, foreign language immersion school, etc.) --
- Special education: a school that primarily serves students with disabilities --
- Alternative: a school designed to address the needs of students, typically at risk of educational failure, which cannot be met in regular schools --
- Vocational --
- Charter School --
- Private (independent) --
- Private (religiously affiliated) --
- Other --

7**Does your school provide free breakfast for students?***Check one circle only.*

- Yes, for all students ---
- Yes, for some students ---
- No, free breakfast is not provided ---

8**Does your school provide free lunch for students?***Check one circle only.*

- Yes, for all students ---
- Yes, for some students ---
- No, free lunch is not provided ---

9

Around the first of October 2014, what percentage of students at this school were eligible to receive free or reduced-price lunches through the National School Lunch Program?

_____ percentage of students
Write in a number.

10

To what degree are the following health topics emphasized in your school?

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

		Very high			
			High		
				Medium	
					Low
a) Washing hands -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b) Brushing teeth -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c) A healthy diet/nutrition -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
d) Disease prevention -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

11

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 ---

12

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 #13)

If Yes,

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

Check **one** circle only.

Yes ---
 No ---

13

As a general school policy, is student achievement used to assign fourth grade students to classes (e.g., streaming, tracking)?


Check **one** circle only.

Yes ---
 No ---

14

Does your school have a school library?

Check **one** circle only.

Yes ---
 No --- 
 (If No, go to #15)

If Yes,

A. Approximately how many books (print and digital) with different titles does your school library have (exclude magazines and periodicals)?

Check **one** circle in each column.

	Print	Digital
250 or fewer---	<input type="radio"/>	<input type="radio"/>
251–500---	<input type="radio"/>	<input type="radio"/>
501–2,000---	<input type="radio"/>	<input type="radio"/>
2,001–5,000---	<input type="radio"/>	<input type="radio"/>
5,001–10,000---	<input type="radio"/>	<input type="radio"/>
More than 10,000---	<input type="radio"/>	<input type="radio"/>

B. Approximately how many titles of magazines and other periodicals (print and digital) does your school library have?

Check **one** circle in each column.

	Print	Digital
0---	<input type="radio"/>	<input type="radio"/>
1–5---	<input type="radio"/>	<input type="radio"/>
6–10---	<input type="radio"/>	<input type="radio"/>
11–30---	<input type="radio"/>	<input type="radio"/>
31 or more---	<input type="radio"/>	<input type="radio"/>

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

Check **one** circle only.

Yes ---
 No ---

15

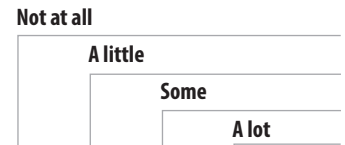
How many computers (including tablets) does your school have for use by fourth grade students?

_____ computers
Write in the number.

16

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) ----- — — —

17

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 working together to improve student achievement -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Teachers' ability to inspire students -----	<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) Parental pressure for the school to maintain high academic standards -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k) Students' desire to do well in school -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l) Students' ability to reach school's academic goals -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m) Students' respect for classmates who excel in school -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18

A. 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"/>

B. 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 -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Absenteeism -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19

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 -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Tell a story -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Read some words -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Read sentences -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Read a story -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Write letters of the alphabet -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Write some words -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20

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.

	First grade or earlier	Second grade	Third grade	Fourth grade	Not in these grades
a) Knowing letters of the alphabet -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Knowing letter-sound relationships -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Reading words -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Reading isolated sentences -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Reading connected text -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Locating information within the text -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Identifying the main idea of a text -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Explaining or supporting understanding of a text -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) Comparing a text with personal experience -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) Comparing different texts -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k) Making predictions about what will happen next in a text -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l) Making generalizations and drawing inferences based on a text -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m) Describing the style or structure of a text -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n) Determining the author's perspective or intention -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Principal Professional Development and Experience

21

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.

22

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.

23

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

Check **one** circle only.

Did not complete a 4-year college or university degree (i.e., Bachelor's degree) ---

Completed a 4-year college or university degree (i.e., Bachelor's degree) ---

Completed an academic Master's degree, postgraduate certificate program (e.g., teaching) or first professional degree (e.g., law, medicine, dentistry) ---

Completed a doctorate (Ph.D. or Ed.D.) ---

24

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

Check **one** circle for each line.

- Yes No
- a) Certificate or license -----
- b) An academic Master's degree, postgraduate certificate program (e.g., teaching) or first professional degree (e.g., law, medicine, dentistry) -----
- c) A doctorate (Ph.D. or Ed.D.) -----

25

During the past year, approximately how much time have you spent on the following school leadership activities in your role as a school principal?

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

	No time	A little time	Some time	A lot of time
a) Promoting the school's educational vision or goals -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Developing the school's curricular and educational goals -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Monitoring teachers' implementation of the school's educational goals in their teaching -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Monitoring students' learning progress to ensure that the school's educational goals are reached -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Keeping an orderly atmosphere in the school -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Addressing disruptive student behavior -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Advising teachers who have questions or problems with their teaching -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Initiating educational projects or improvements -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) Participating in professional development activities specifically for school principals -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Field Test Version



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International Association
for the Evaluation of
Educational Achievement

pirls.bc.edu

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School ID

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Class ID

--	--	--	--	--	--	--	--	--	--	--	--	--	--

Teacher ID

--	--

Link Number

--	--	--

Checksum

Identification Label



PROGRESS IN INTERNATIONAL READING LITERACY STUDY

Teacher Questionnaire

Grade 4

National Center for Education Statistics

U.S. Department of Education

1990 K St., NW

Washington, DC 20006

Field Test Version



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

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Teacher Questionnaire

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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 the United States.

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 the United States. Nevertheless, it is important that you do your best to answer all of the questions so comparisons can be made across countries in the studies.

It is estimated that you will need approximately 40 minutes to complete this questionnaire. We appreciate the time and effort that this takes and thank you for your cooperation and contribution.

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Thank you.

PIRLS 2016

About You

1 _____

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

_____ years

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

2 _____

Are you female or male?

Check **one** circle only.

Female ---

Male ---

3 _____

How old are you?

Check **one** circle only.

Under 25 ---

25–29 ---

30–39 ---

40–49 ---

50–59 ---

60 or more ---

4 _____

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

Check **one** circle only.

Did not complete high school ---

Completed high school ---

Completed a 2-year college or university degree (i.e., Associate's degree) ---

Completed a 4-year college or university degree (i.e., Bachelor's degree) ---

Completed a Master's degree or professional degree (MD, DDS, lawyer, minister) ---

Completed a doctorate (Ph.D. or Ed.D.) ---

5

A. During your college or university 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"/>	
b) Education—Secondary -----	<input type="radio"/>	—	<input type="radio"/>	
c) English -----	<input type="radio"/>	—	<input type="radio"/>	
d) Mathematics -----	<input type="radio"/>	—	<input type="radio"/>	
e) Science -----	<input type="radio"/>	—	<input type="radio"/>	
f) Other -----	<input type="radio"/>	—	<input type="radio"/>	

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) English -----	<input type="radio"/>	—	<input type="radio"/>	—	<input type="radio"/>	
b) Literature -----	<input type="radio"/>	—	<input type="radio"/>	—	<input type="radio"/>	
c) Pedagogy/teaching reading --	<input type="radio"/>	—	<input type="radio"/>	—	<input type="radio"/>	
d) Educational psychology -----	<input type="radio"/>	—	<input type="radio"/>	—	<input type="radio"/>	
e) Remedial reading -----	<input type="radio"/>	—	<input type="radio"/>	—	<input type="radio"/>	
f) Reading theory -----	<input type="radio"/>	—	<input type="radio"/>	—	<input type="radio"/>	
g) Special education -----	<input type="radio"/>	—	<input type="radio"/>	—	<input type="radio"/>	
h) Second language learning ----	<input type="radio"/>	—	<input type="radio"/>	—	<input type="radio"/>	
i) Assessment methods in reading -----	<input type="radio"/>	—	<input type="radio"/>	—	<input type="radio"/>	

6

In the past two years, how many hours in total have you spent in formal in-service/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 ---

7

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 working together to improve student achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Teachers' ability to inspire students	<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) Parental pressure for the school to maintain high academic standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Check **one** circle for each line.

	Very high	High	Medium	Low	Very low
k) Students' desire to do well in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l) Students' ability to reach school's academic goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m) Students' respect for classmates who excel in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n) Clarity of the school's educational objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o) Collaboration between school leadership and teachers to plan instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p) Amount of instructional support provided to teachers by school leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q) School leadership's support for teachers' professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8

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.

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
a) This school is located in a safe neighborhood -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) I feel safe at this school -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) This school's security policies and practices are sufficient ----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) The students behave in an orderly manner -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) The students are respectful of the teachers -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) The students respect school property -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) This school has clear rules about student conduct -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) This school's rules are enforced in a fair and consistent manner -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9

In your current school, how severe is each problem?

Check **one** circle for each line.

	Not a problem	Minor problem	Moderate problem	Serious problem
a) The school building needs significant repair -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students) ----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Teachers do not have adequate instructional materials and supplies -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) The school classrooms are not cleaned often enough -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) The school classrooms need maintenance work -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Teachers do not have adequate technological resources -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Teachers do not have adequate support for using technology -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10

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

Check **one** circle for each line.

	Very often	Often	Sometimes	Never or almost never
a) Discuss how to teach a particular topic -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Collaborate in planning and preparing instructional materials -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Share what I have learned about my teaching experiences -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Visit another classroom to learn more about teaching -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Work together to try out new ideas -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Work as a group on implementing the curriculum -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Work with teachers from other grades to ensure continuity in learning -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11

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

Check **one** circle for each line.

	Very often	Often	Sometimes	Never or almost never
a) I am content with my profession as a teacher -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) I am satisfied with being a teacher at this school -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) I find my work full of meaning and purpose -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) I am enthusiastic about my job -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) My work inspires me -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) I am proud of the work I do -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) I am going to continue teaching for as long as I can -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12

Indicate the extent to which you agree or disagree with each of the following statements.

Check **one** circle for each line.

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
a) There are too many students in the classes -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) I have too much material to cover in class -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) I have too many teaching hours -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) I need more time to prepare for class -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) I need more time to assist individual students -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) I feel too much pressure from parents -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) I have difficulty keeping up with all of the changes to the curriculum -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) I have too many administrative tasks -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13

A. How many students are in this class?

_____ students
Write in a number.

B. How many of the students in #13A are in fourth grade?

_____ fourth grade students
Write in a number.

14

How many fourth grade students experience difficulties understanding spoken English?

_____ students in this class
Write in a number.

15

A. How many students need remedial instruction in reading?

_____ fourth grade students in this class
Write in a number.

B. How many of the students in #15A receive remedial instruction in reading?

_____ students
Write in a number.

16

How many students in the class are advanced readers?

_____ fourth grade students in this class
Write in a number.

17

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"/>
b) Students suffering from lack of basic nutrition -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Students suffering from not enough sleep -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Disruptive students -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Uninterested students -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Students with physical disabilities -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Students with mental, emotional, or psychological impairment -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18

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

Check **one** circle for each line.

	Every or almost every lesson	About half the lessons	Some lessons	Never
a) Relate the lesson to students' daily lives -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Ask students to explain their answers -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Bring interesting materials to class -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Ask students to complete challenging exercises that require them to go beyond the instruction -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Encourage classroom discussions among students -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Link new content to students' prior knowledge -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Ask students to decide their own problem solving procedures -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Encourage students to express their ideas in class -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19

In a typical week, how much time do you spend on English 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.

20

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.

21

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 -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) I create same-ability groups --	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) I create mixed-ability groups --	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) I use individualized instruction for reading -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Students work independently on an assigned plan or goal ---	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Students work independently on a goal they choose themselves -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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.



A. Literary Reading Materials

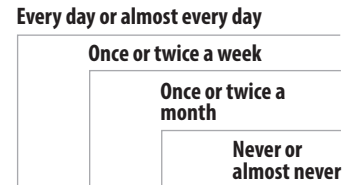
- a) Short stories (e.g., fables, fairy tales, action stories, science fiction, detective stories) ----- — — —
- b) Longer fiction books with chapters ----- — — —
- c) Plays ----- — — —

B. Informational Reading Materials

- a) Nonfiction subject area books or textbooks ----- — — —
- b) Longer nonfiction books with chapters ----- — — —
- c) Nonfiction articles that describe and explain about things, people, events, or how things work ----- — — —
- d) Authentic materials (e.g., menus, brochures, cartoons, newspaper articles, song lyrics) ----- — — —

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.



- a) Read aloud to students ----- — — —
- b) Ask students to read aloud --- — — —
- c) Ask students to read silently on their own ----- — — —
- d) Teach students strategies for decoding sounds and words -- — — —
- e) Teach students new vocabulary systematically ----- — — —
- f) Teach or model skimming or scanning strategies ----- — — —

24

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

Check **one** circle for each line.

	Every or almost every lesson	About half the lessons	Some lessons	Never
a) Provide reading materials that match the students' interests -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Encourage students to develop their understandings of the text -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Allow students to shift discussion in a new direction -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Encourage students to ask questions that challenge the opinions of the teacher or other students -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Encourage students to challenge the opinion expressed in the text -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Use multiple perspectives (among students, texts, and other voices) to enrich understanding -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Give students time to read books of their own choosing -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Give students an opportunity to explain their answers to classroom tests -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) Give individualized feedback to each student -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25

How often do you ask the students to do the following things to help develop reading comprehension skills or strategies?

Check **one** circle for each line.

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

26

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

Check **one** circle for each line.



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

27

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

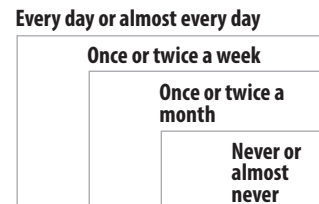
Check **one** circle only.

- Yes, each student has a computer ---
 - Yes, the class has computers that students can share ---
 - Yes, the school has computers that the class can use sometimes ---
 - No --- →
- (If No, go to #28A)

If Yes,

B. 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 ----- — — —

28

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

Check **one** circle only.

Yes ---

No ---

(If No, go to #29)

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 ---

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 ---

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 ---

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

Check **one** circle only.

Yes ---

No ---

29

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 ---


Reading Homework

Questions 30–32 ask about homework for the fourth grade students in this class.

30

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

Check **one** circle only.

- I do not assign reading for homework ---  (Go to #33)
- Less than once a week ---
- 1 or 2 times a week ---
- 3 or 4 times a week ---
- Every day ---

31

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

Check **one** circle only.

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

32

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 ----- — —

Reading Difficulties

Questions 33–34 ask about how you deal with reading difficulties of fourth grade students in this class.

33

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

Check **one** circle for each line.

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

34

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

Check **one** circle for each line.

- 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 ----- —

35

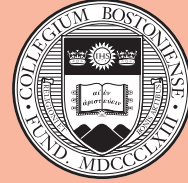
How much emphasis do you place on the following sources to monitor students' progress in reading?

Check **one** circle for each line.

	Major emphasis	Some emphasis	Little or no emphasis
a) Assessment of students' ongoing work -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Classroom tests (for example, teacher-made or textbook tests) -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) State or district achievement tests -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Teacher Questionnaire

Grade 4

Field Test Version



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International Association
for the Evaluation of
Educational Achievement

pirls.bc.edu

--	--	--	--	--	--

School ID

--	--	--	--	--

Class ID

--	--	--	--	--	--	--	--	--	--	--	--

Student ID

--	--	--

Checksum

--	--

ACH

--	--

BG

Participation Status

Identification Label



PROGRESS IN INTERNATIONAL READING LITERACY STUDY

Student Questionnaire

Grade 4

National Center for Education Statistics

U.S. Department of Education

1990 K St., NW

Washington, DC 20006

Field Test Version



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

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OMB No. 1850-0645, Approval Expires xx/xx/2017.

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) I like eating ice cream	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) I do not like waking up early	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) I enjoy doing chores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 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

1 _____

A. Are you a girl or a boy?

Fill one circle only.

Girl --

Boy --

B. Are you Hispanic or Latino?

Fill one circle only.

Yes, I am Hispanic or Latino --

No, I am not Hispanic or Latino --

C. Which of the following best describes you?

Fill one or more circles.

White --

Black or African American --

Asian --

American Indian or Alaska Native --

Native Hawaiian or other Pacific Islander --

2

When were you born?

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

a) Month

- January --
- February --
- March --
- April --
- May --
- June --
- July --
- August --
- September --
- October --
- November --
- December --

b) Year

- 2003 --
- 2004 --
- 2005 --
- 2006 --
- 2007 --
- 2008 --
- 2009 --
- Other --

3

A. How often do you speak English at home?

Fill one circle only.

I always speak English at home -- *If **Always**, please go to question 4* →

I almost always speak English at home --

I sometimes speak English and sometimes speak another language at home --

I never speak English at home --

*If **Almost always, Sometimes, or Never**, please go to question 3B* ↴

B. What language do you speak at home (other than English)?

Fill one circle only.

Spanish --

Other --

(Please specify) _____

4

- A. Was your mother (or stepmother or female legal guardian) born in the United States? (“United States” includes the 50 states, its territories, the District of Columbia, and U.S. military bases abroad.)**

Fill one circle only.

Yes --

No --

- B. Was your father (or stepfather or male legal guardian) born in the United States?**

Fill one circle only.

Yes --

No --

- C. Were you born in the United States?**

Fill one circle only.

Yes --

No --

5

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



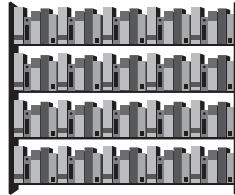
Enough to fill one shelf (11–25 books) --

This shows 25 books



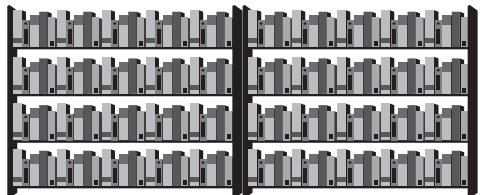
Enough to fill one bookcase
(26–100 books) --

This shows 100 books



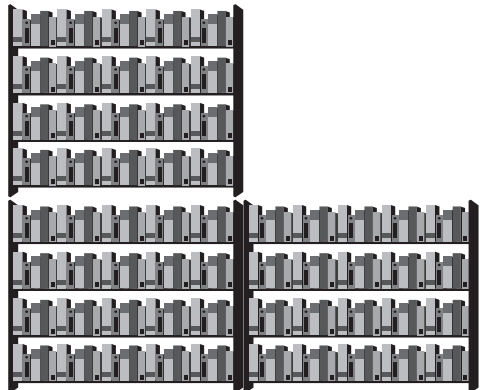
Enough to fill two bookcases
(101–200 books) --

This shows 200 books



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

This shows more than 200 books



6

Do you have any of these things at your home?

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

- | | Yes | No |
|--|-----------------------|-----------------------|
| a) A computer or tablet of your own | <input type="radio"/> | <input type="radio"/> |
| b) A computer or tablet that is shared with other people at home | <input type="radio"/> | <input type="radio"/> |
| c) Study desk/table for your use | <input type="radio"/> | <input type="radio"/> |
| d) Your own room | <input type="radio"/> | <input type="radio"/> |
| e) Internet connection | <input type="radio"/> | <input type="radio"/> |
| f) Your own cell phone..... | <input type="radio"/> | <input type="radio"/> |
| g) A gaming system (e.g., PlayStation®, Wii®, XBox®) | <input type="radio"/> | <input type="radio"/> |
| h) VCR, DVD, or Blu-ray player | <input type="radio"/> | <input type="radio"/> |

7

How often do you use a computer or tablet in each of these places?

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) At home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) At school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Some other place	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8

About how often are you absent from school?

Fill **one** circle only.

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

9

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

*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"/>

10

How often do you eat breakfast on school days?

*Fill **one** circle only.*

Every day --

Almost every day --

Sometimes --

Never --

11

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
a) I like being in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) I feel safe when I am at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) I feel like I belong at this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) I like to see my classmates at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Teachers at my school are fair to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) I am proud to go to this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) I learn a lot in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12

During this year, how often have other students from your school done any of the following things to you? Also, include 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
a) Made fun of me or called me names	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Left me out of their games or activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Spread lies about me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Stole something from me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Hit or hurt me (e.g., shoving, hitting, kicking)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Made me do things I didn't want to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Shared embarrassing information about me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Threatened me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Lessons about reading

13

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
a) I like what I read about in school ---	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) My teacher gives me interesting things to read	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) I know what my teacher expects me to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) My teacher is easy to understand --	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) I am interested in what my teacher says	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) My teacher encourages me to say what I think about what I have read	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) My teacher is enthusiastic about what we read for class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) My teacher has clear answers to my questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) My teacher lets me show what I have learned.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) My teacher does a variety of things to help us learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k) My teacher tells me how to do better when I make a mistake	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l) My teacher listens to what I have to say	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Reading in school

14

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

a) I read silently on my own ----- ————— ————— —————

b) I read things that I choose myself -- ————— ————— —————

Using the library

15

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

16

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 --

17

How often do you do these things outside of school?

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 read for fun	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) I read things that I choose myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) 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

18

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
a) I read only if I have to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) I like talking about what I read with other people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) I would be happy if someone gave me a book as a present	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) I think reading is boring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) I would like to have more time for reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) I enjoy reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) I learn a lot from reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) It is important to be a good reader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) I like to read things that make me think	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) I like it when a book helps me imagine other worlds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k) My parents like it when I read	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19

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
a) I usually do well in reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Reading is easy for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) I have trouble reading stories with difficult words	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Reading is harder for me than for many of my classmates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) My teacher tells me I am a good reader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Reading is harder for me than any other subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) I am just not good at reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) I like to read out loud to other people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) I can understand hard stories	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Activities outside of school

20

The following questions ask about activities you do outside of school.

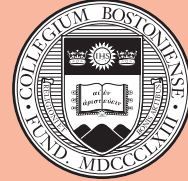
Fill **one** circle for each line.

- | | Yes | No |
|---|-----------------------|-----------------------|
| a) Do you play on a sports team outside of school? | <input type="radio"/> | <input type="radio"/> |
| b) Do you often play a musical instrument outside of school? | <input type="radio"/> | <input type="radio"/> |
| c) Are you studying something in a class outside of school? | <input type="radio"/> | <input type="radio"/> |
| d) Do you belong to a club outside of school (like Girl Scouts, Cub Scouts, 4-H, or Boys and Girls Club)? | <input type="radio"/> | <input type="radio"/> |



Thank You!

Thank you for filling out the questionnaire!



BOSTON
COLLEGE

PIRLS 2016

PROGRESS IN INTERNATIONAL READING LITERACY STUDY

Student Questionnaire

Grade 4

Field Test Version



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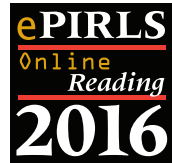
ePIRLS Online Reading 2016



Screen Shots

ePIRLS 2016 Student Questionnaire

(This will be administered online immediately following the ePIRLS assessment.)



ePIRLS 2016 Student Questionnaire

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 2016 Student Questionnaire

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 2016 Student Questionnaire

2. 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
a) I am good at using a computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) I am good at typing	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
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 2016 Student Questionnaire

3. 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
a) Using a computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Keyboarding	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
c) Finding information on the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Back

Next





ePIRLS 2016 Student Questionnaire

4. How often do you use a computer to do these things?

Click on one button for each row.

	Every day	Once or twice a week	Once or twice a month	Never or almost never
a) Find out about things that interest you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Do your school work	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Play games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Chat with your friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Back

Next



ePIRLS 2016 Student Questionnaire

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





ePIRLS 2016 Student Questionnaire

Well done!

**You have now completed the
ePIRLS online reading assessment.**



ePIRLS 2016 Student Questionnaire

2. How much do you agree with these statements?

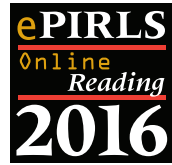
Click on one button for each row.

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

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ePIRLS 2016 Student Questionnaire

3. Who mainly taught you the following things?

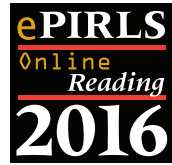
Click on one button for each row.

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

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4. How often do you use a computer to do these things?

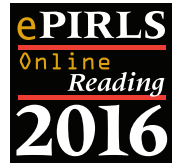
Click on one button for each row.

	Every day	Once or twice a week	Once or twice a month	Never or almost never
a) Find out about things that interest you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Do your school work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Play games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Chat with your friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Next →





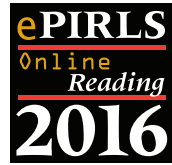
ePIRLS 2016 Student Questionnaire

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

← Back

Submit





ePIRLS 2016 Student Questionnaire

Well done!

You have now completed the
ePIRLS online reading assessment.