

**PROGRESS IN INTERNATIONAL READING LITERACY STUDY  
(PIRLS 2021) MAIN STUDY RECRUITMENT AND FIELD TEST**

**OMB# 1850-0645 v.13**

**APPENDIX C1**

**PIRLS 2021 Field Test Questionnaires – Changes from PIRLS 2016 Main Study**

**National Center for Education Statistics (NCES)  
U.S. Department of Education  
Institute of Education Sciences (IES)  
Washington, DC**

**October 2019  
revised October 2019**

## **APPENDIX C1: SUMMARY OF CHANGES TO U.S. PIRLS INSTRUMENTS FROM PIRLS 2016 MAIN STUDY TO PIRLS 2021 FIELD TEST**

The International Association for the Evaluation of Education Achievement (IEA) has released the final international versions of the PIRLS 2021 field test questionnaires and, at the time of this submission, is in the process of reviewing and approving the adaptations to be made by individual countries, including to the U.S. versions of the field test questionnaires. This Appendix C1 lists the changes that were made to the PIRLS 2021 field test questionnaire from the last round of PIRLS (PIRLS 2016 main study) in the U.S.-adapted versions. These changes are listed by questionnaire (e.g., school, teacher, and student), and then by the four types of changes made: new U.S. adaptations (not included in the 2016 main study); new PIRLS items; deleted PIRLS items; and revisions to PIRLS item wording (made to PIRLS 2016 items for the PIRLS 2021 field test administration).

Based on analysis of the PIRLS 2016 main study data, the IEA and the international contractors revised some of the items from the 2021 international versions of the questionnaires, added some new items, and also deleted some of the 2016 items. All of these changes are listed in this document. The U.S. adaptations that were made to the PIRLS 2016 main study version of the questionnaires and are not listed in this appendix were kept unchanged for the PIRLS 2021 field test version. New U.S. adaptations for the PIRLS 2021 field test refer to any changes that were made for the PIRLS 2021 field test, such as the year of the test in the questionnaire introduction. Straightforward adaptations of U.K. English to American English (e.g., favourite to favorite; adding a comma after “e.g.”; or removal of ® registered trademark symbols, instructional change of “check” or “write” to “click”) were applied throughout each questionnaire and are not included in the tables below.

Appendix C2 provides the draft U.S. versions of the PIRLS 2021 field test questionnaires to be administered in spring 2020 (consisting of the final international versions with the U.S. adaptations proposed by NCES to IEA for IEA’s review and approval). The U.S. expects these draft versions to be approved by the IEA and considered final; however, if the final, U.S. adapted versions of the PIRLS 2021 field test questionnaires will differ from those provided in Appendix C2 of this submission, the final versions will be submitted to OMB for approval, in revised Appendices C1 and C2, as a change request in December 2019.

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## A. School Questionnaire

1. New Adaptations of all items (not already included in the U.S. 2016 main study version)

<b>PIRLS 2021 U.S. Field Test (draft)</b>		
<b>2016 U.S. adaptation</b>	<b>2021 Field Test U.S. adaptation</b>	<b>Notes</b>
<p>PIRLS 2016 IEA, 2015</p> <p>The National Center for Education Statistics (NCES), within the U.S. Department of Education, is authorized to conduct this study under the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C., § 9543). The data are being collected for NCES by RTI International, a nonprofit research organization based in North Carolina. The collected data may be used only for statistical purposes and may not be disclosed or used, in identifiable form, for any other purpose except as required by law (ESRA 2002, 20 U.S.C., § 9573). The collected information will be combined across respondents to produce statistical reports.</p> <p>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 survey is 1850-0645. The time required to complete this survey is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the survey. 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, PCP, 550 12th St., SW, 4th floor, Washington, DC 20024.</p> <p>OMB No. 1850-0645, Approval Expires 11/30/2017.</p>	<p>PIRLS 2021 Field Test IEA, 2019</p> <p>The National Center for Education Statistics (NCES) is authorized to conduct this study under the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543), and to collect students’ education records from educational agencies or institutions for the purpose of evaluating federally supported education programs under the Family Educational Rights and Privacy Act (FERPA, 34 CFR §§ 99.31(a)(3) (iii) and 99.35). All of the information you provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151).</p> <p>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 principal, 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 questions about the status of your individual submission of this form, write directly to: Progress in International Reading Literacy Study (PIRLS), National Center for Education Statistics, Potomac Center Plaza, 550 12<sup>th</sup> Street, SW, 4<sup>th</sup> floor, Washington, DC 20202.</p> <p>OMB No. 1850-0645, Approval Expires 04/30/2022.</p>	<p><i>Notes: Cover Years, expected completion time (30 to 40 minutes), and OMB language updated.</i></p>
<p>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</p>	<p>Your school has agreed to participate in PIRLS (Progress in International Reading Literacy Study) 2021, an educational research project sponsored by the International Association for the</p>	<p><i>Notes: Year and expected completion time (30 to 40 minutes) updated, and added OMB text.</i></p>

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<p>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</p>	<p>Evaluation of Educational Achievement (IEA). PIRLS measures trends in student achievement in reading and studies differences in national education systems in almost 60 countries in order to help improve teaching and learning</p>	

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<p>learning worldwide.</p> <p>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,</p>	<p>worldwide.</p> <p>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</p>	

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<p>your responses are very important in helping to describe primary/elementary education in the United States.</p> <p>It is important that you answer each question carefully so that the information provided reflects the</p>	<p>nationwide sample, your responses are very important in helping to describe primary/elementary education in the United States.</p> <p>It is important that you answer each question carefully so that the</p>	

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<p>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.</p>	<p>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</p>	

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<p>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</p>	<p>help provide this information.</p> <p>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</p>	

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<p>important that you do your best to answer all of the questions so comparisons can be made across countries in the study.</p> <p>It is estimated that you will need approximately 30 minutes to complete</p>	<p>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.</p> <p>NCES is authorized to collect</p>	

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<p>this questionnaire. We appreciate the time and effort that this takes and thank you for your cooperation and contribution.</p> <p>When you have completed the questionnaire, please place it in the</p>	<p>information from this questionnaire under the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543), and to collect students’ education records from educational agencies or institutions for the purpose</p>	

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<p>accompanying envelope and return it to the PIRLS school coordinator.</p> <p>Your responses will be combined with those from other participants to produce summary statistics and reports.</p>	<p>of evaluating federally supported education programs under the Family Educational Rights and Privacy Act (FERPA, 34 CFR §§ 99.31(a)(3)(iii) and 99.35). You do not have to provide the information requested. However,</p>	

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<p>Thank you.</p>	<p>the information you provide will help the U.S. Department of Education’s ongoing efforts to understand better how the educational system in the United States compares to that in other countries. There are no penalties should</p>	

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<p>When you have completed the questionnaire, please place it in the accompanying envelope and return it to the PIRLS school coordinator.</p>	<p>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</p>	<p><i>Notes: Most questionnaires will be done online, but some may be done via paper hard copy, in which case the original paper instructions will be used.</i></p>

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	<p>to a particular section or item, please click on the corresponding link in the “Table of Contents.” For some questions, you will be automatically taken to the appropriate next question based on your response.</p>	

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	<p>When you have completed the questionnaire, please click on the “Finish” button at the end of the last question in order to submit your answers.</p>	
<b>Thank you for the thought, time, and</b>	<b>Thank you for the thought, time, and</b>	<i>Notes: Most questionnaires will be done</i>

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<p><b>effort you have put into completing this questionnaire.</b></p>	<p><b>effort you have put into completing this questionnaire.</b></p> <p>To submit your completed questionnaire, please click the Finish button.</p>	<p><i>online, but some may be done via paper hard copy and will not have the “click the Finish button” instructions to submit.</i></p>

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<p><b>Global change of instructional text</b></p> <p><i>Write in the number. Check <b>one</b> circle for each line. Check <b>one</b> circle only. Write in the number of minutes per day.</i></p>	<p><i>Type in the number. Click <b>one</b> circle for each row. Click <b>one</b> circle only. Type in the number of minutes per day.</i></p>	<p><i>Notes: School Questionnaire instructional change for transition from paper to web-based questionnaires.</i></p>

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<p><b>Q1</b></p> <p><b>What is the total enrollment of students in your school as of March 1, 2016?</b></p>	<p><b>Q1</b></p> <p><b>What is the total enrollment of students in your school as of March 1, 2020?</b></p>	<p><i>Notes: Updated date</i></p>

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<p>_____ <b>students</b> <i>Write in the number.</i></p>	<p>_____ <b>students</b> <i>Type in the number.</i></p>	
<p><b>Q2</b></p> <p><b>What is the total enrollment of fourth-grade students in your school as of</b></p>	<p><b>Q2</b></p> <p><b>What is the enrollment of fourth-grade students in your school as of March 1, 2020?</b></p>	<p><i>Notes: Updated date. (In keeping with trend, leaving “total” even though the international version does not have the “total” text).</i></p>

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<p><b>March 1, 2016?</b> _____ <b>students</b> <i>Write in the number.</i></p>	<p>_____ <b>students</b> <i>Type in the number.</i></p>	
<p><b>Q8</b> <b>Around the first of October 2015,</b></p>	<p><b>Q7</b> <b>Around the first of October 2019,</b></p>	<p><i>Notes: Updated year</i></p>

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<p><b>what percentage of students at this school were eligible to receive free or reduced-price lunches through the National School Lunch Program?</b></p> <p>_____ <b>percentage of students</b></p>	<p><b>what percentage of students at this school were eligible to receive free or reduced-price lunches through the National School Lunch Program?</b></p> <p>_____ <b>percentage of students</b></p>	

<b>PIRLS 2021 U.S. Field Test (draft)</b>		
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<p>PIRLS 2016 IEA, 2015</p> <p>The National Center for Education Statistics (NCES), within the U.S. Department of Education, is authorized to conduct this study under the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C., § 9543). The data are being collected for NCES by RTI International, a nonprofit research organization based in North Carolina. The collected data may be used only for statistical purposes and may not be disclosed or used, in identifiable form, for any other purpose except as required by law (ESRA 2002, 20 U.S.C., § 9573). The collected information will be combined across respondents to produce statistical reports.</p> <p>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 survey is 1850-0645. The time required to complete this survey is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the survey. 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, PCP, 550 12th St., SW, 4th floor, Washington, DC 20024.</p> <p>OMB No. 1850-0645, Approval Expires 11/30/2017.</p>	<p>PIRLS 2021 Field Test IEA, 2019</p> <p>The National Center for Education Statistics (NCES) is authorized to conduct this study under the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543), and to collect students’ education records from educational agencies or institutions for the purpose of evaluating federally supported education programs under the Family Educational Rights and Privacy Act (FERPA, 34 CFR §§ 99.31(a)(3) (iii) and 99.35). All of the information you provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151).</p> <p>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 principal, 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 questions about the status of your individual submission of this form, write directly to: Progress in International Reading Literacy Study (PIRLS), National Center for Education Statistics, Potomac Center Plaza, 550 12<sup>th</sup> Street, SW, 4<sup>th</sup> floor, Washington, DC 20202.</p> <p>OMB No. 1850-0645, Approval Expires 04/30/2022.</p>	<p><i>Notes: Cover Years, expected completion time (30 to 40 minutes), and OMB language updated.</i></p>
<p><i>Write in the number.</i></p>	<p><i>Type in the number.</i></p>	

2. New Items

Item #	Added Text/Item
Q15	<p><b>In your school, are any of the following used to evaluate the practice of fourth-grade teachers?</b>                      Click <b>one</b> circle for each row.</p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul> <p style="margin-left: 40px;">a) Observations by the principal or senior staff                      b) Observations by inspectors or other persons external to the school                      c) Student achievement                      d) Teacher peer review</p>

3. Deleted Items (entire stem)

2016 Item Number	Deleted Item
Q7	<p><b>Does your school provide free meals for students?</b>                      Check <b>one</b> circle for each row.</p> <ul style="list-style-type: none"> <li>• Yes, for all students</li> <li>• Yes, for some students</li> <li>• No</li> </ul> <p style="margin-left: 40px;">a) Breakfast                      b) Lunch</p>
Q10A	<p><b>Does your school provide a place where students can work on their schoolwork before or after school?</b>                      Check <b>one</b> circle only.</p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul> <p style="text-align: center;">(If No, go to #11)</p>
Q10B	<p><b>If Yes,</b>  <b>Is someone available to assist them with their schoolwork?</b>                      Check <b>one</b> circle only.</p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>
Q17	<p><b>To what degree is each of the following a problem among teachers in your school?</b>                      Check <b>one</b> circle for each line.</p> <ul style="list-style-type: none"> <li>• Not a problem</li> <li>• Minor problem</li> <li>• Moderate problem</li> <li>• Serious problem</li> </ul> <p style="margin-left: 40px;">a) Arriving late or leaving early                      b) Absenteeism                      c) Failure to complete the curriculum</p>

4. Revised Items

2016 MS Final U.S. Version		2021 FT Draft U.S. Version	
Item #	Original Item	Item #	Revised Item
Q11A Q11B Q11C	<p><b>Does your school have a school library?</b>                      Check <b>one</b> circle only.</p>	Q9A Q9B Q9C	<p><i>Notes: Will be updating “go to question #” instructions. Also changed categories and removed one question part.</i></p> <p><b>A. Does your school have a school library?</b>                      Click <b>one</b> circle only.</p>

2016 MS Final U.S. Version		2021 FT Draft U.S. Version	
Item #	Original Item	Item #	Revised Item
	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul> <p style="text-align: right;"><i>(If No, go to #12)</i></p> <p><b>If Yes,</b></p> <p><b>A. Approximately how many books (print) with different titles does your school library have (excluding magazines and periodicals)?</b> <i>Check one circle only.</i></p> <ul style="list-style-type: none"> <li>• 250 or fewer</li> <li>• 250-500</li> <li>• 501-2,000</li> <li>• 2,000-5000</li> <li>• 5,001-10,000</li> <li>• More than 10,000</li> </ul> <p><b>B. Approximately how many titles of magazine and other periodicals (print) does your school library have?</b> <i>Check one circle only.</i></p> <ul style="list-style-type: none"> <li>• 0</li> <li>• 1-5</li> <li>• 6-10</li> <li>• 11-30</li> <li>• 31 or more</li> </ul> <p><b>C. Can students borrow print materials from the library to take home?</b> <i>Check one circle only.</i></p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>		<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul> <p style="text-align: right;"><i>(If No, go to #10)</i></p> <p><b>If Yes,</b></p> <p><b>B. Approximately how many books (print) with different titles does your school library have (exclude) magazines and periodicals)?</b> <i>Click one circle only.</i></p> <ul style="list-style-type: none"> <li>• 2,000 books or fewer</li> <li>• More than 2,000 books</li> </ul> <p><b>C. Can students borrow print materials from the library to take home?</b> <i>Click one circle only.</i></p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>
Q12	<p><b>Does the school provide access to digital books?</b></p> <p><i>Check one circle only.</i></p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	Q10	<p><i>Notes: Reworded item stem text.</i></p> <p><b>Does your school provide students access to digital learning resources (e.g., books, videos)?</b></p> <p><i>Click one circle only.</i></p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>
Q14A Q14B	<p><b>How much is your school’s capacity to provide instruction affected by a shortage or inadequacy of the following?</b> <i>Check one circle for each line.</i></p> <ul style="list-style-type: none"> <li>• Not at all</li> <li>• A little</li> <li>• Some</li> <li>• A lot</li> </ul>	Q12A Q12B	<p><i>Notes: Added one answer option and reworded two answer options</i></p> <p><b>How much is your school’s capacity to provide instruction affected by a shortage or inadequacy of the following?</b> <i>Click one circle for each row.</i></p> <ul style="list-style-type: none"> <li>• Not at all</li> <li>• A little</li> <li>• Some</li> <li>• A lot</li> </ul>

2016 MS Final U.S. Version		2021 FT Draft U.S. Version	
Item #	Original Item	Item #	Revised Item
	<p><b>A. General School Resources</b></p> <ul style="list-style-type: none"> <li>a) Instructional materials (e.g., textbooks)</li> <li>b) Supplies (e.g., papers, pencils, materials)</li> <li>c) School buildings and grounds</li> <li>d) Heating/cooling and lighting systems</li> <li>e) Instructional space (e.g., classrooms)</li> <li>f) Technologically competent staff</li> <li>g) Audio-visual resources for delivery of instruction (e.g., interactive white boards, digital projectors)</li> <li>h) Computer technology for teaching and learning (e.g., computers or tablets for student use)</li> <li>i) Resources for students with Disabilities</li> </ul> <p><b>B. Resources for Reading Instruction</b></p> <ul style="list-style-type: none"> <li>a) Teachers with a specialization in reading</li> <li>b) Computer software/ applications for reading instruction</li> <li>c) Library resources (books, ebooks, magazines, etc.)</li> <li>d) Instructional materials for reading (e.g., reading series, textbooks)</li> </ul>		<p><b>A. General School Resources</b></p> <ul style="list-style-type: none"> <li>a) Instructional materials (e.g., textbooks)</li> <li>b) Supplies (e.g., papers, pencils, materials)</li> <li>c) School buildings and grounds</li> <li>d) Heating/cooling and lighting systems</li> <li>e) Instructional space (e.g., classrooms)</li> <li>f) Technologically competent staff</li> <li>g) Technology and media resources to support teaching</li> <li>h) Technology and media resources to support student learning and expression</li> <li>i) Resources for students with learning disabilities</li> <li>j) Internet connection</li> </ul> <p><b>B. Resources for Reading Instruction</b></p> <ul style="list-style-type: none"> <li>a) Teachers with a specialization in reading</li> <li>b) Computer software/ applications for reading instruction</li> <li>c) Library resources (books, ebooks, magazines, etc.)</li> <li>d) Instructional materials for reading (e.g., reading series, textbooks)</li> </ul>
Q15	<p><b>How would you characterize each of the following within your school?</b>  <i>Check <b>one</b> circle for each line.</i></p> <ul style="list-style-type: none"> <li>• <b>Very high</b></li> <li>• <b>High</b></li> <li>• <b>Medium</b></li> <li>• <b>Low</b></li> <li>• <b>Very low</b></li> </ul> <ul style="list-style-type: none"> <li>a) Teachers’ understanding of the school’s curricular goals</li> <li>b) Teachers’ degree of success in implementing the school’s curriculum</li> <li>c) Teachers’ expectations for student achievement</li> <li>d) Teachers’ ability to inspire students</li> <li>e) Collaboration between school leadership (including master teachers) and teachers to plan instruction</li> <li>f) Parental involvement in school activities</li> <li>g) Parental commitment to ensure that students are ready to learn</li> <li>h) Parental expectations for student achievement</li> <li>i) Parental support for student</li> </ul>	Q13	<p><i>Notes: Reworded one answer dimension.</i></p> <p><b>How would you characterize each of the following within your school?</b>  <i>Click <b>one</b> circle for each row.</i></p> <ul style="list-style-type: none"> <li>• <b>Very high</b></li> <li>• <b>High</b></li> <li>• <b>Medium</b></li> <li>• <b>Low</b></li> <li>• <b>Very low</b></li> </ul> <ul style="list-style-type: none"> <li>a) Teachers’ understanding of the school’s curricular goals</li> <li>b) Teachers’ degree of success in implementing the school’s curriculum</li> <li>c) Teachers’ expectations for student achievement</li> <li>d) Teachers’ ability to inspire students</li> <li>e) Collaboration between school leadership and teachers to plan instruction</li> <li>f) Parental involvement in school activities</li> <li>g) Parental commitment to ensure that students are ready to learn</li> <li>h) Parental expectations for student achievement</li> <li>i) Parental support for student achievement</li> </ul>

2016 MS Final U.S. Version		2021 FT Draft U.S. Version	
Item #	Original Item	Item #	Revised Item
	achievement j) Students’ desire to do well in school k) Students’ ability to reach school’s academic goals l) Students’ respect for classmates who excel academically		j) Students’ desire to do well in school k) Students’ ability to reach school’s academic goals l) Students’ respect for classmates who excel academically
Q18	<p><b>About how many of the students in your school can do the following when they begin the first grade of primary/elementary school?</b></p> <p><i>Check one circle for each line.</i></p> <ul style="list-style-type: none"> <li>• <b>Less than 25%</b></li> <li>• <b>25–50%</b></li> <li>• <b>51–75%</b></li> <li>• <b>More than 75%</b></li> </ul> <p>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</p>	Q16	<p><i>Notes: Reworded item stem and removed answer dimensions</i></p> <p><b>About how many of the students in your school have basic literacy skills (e.g., can write letters of the alphabet, write sentences) when they begin the first grade of primary/elementary school?</b></p> <p><i>Click one circle only.</i></p> <ul style="list-style-type: none"> <li>• <b>Less than 25%</b></li> <li>• <b>25 -50%</b></li> <li>• <b>51 -75%</b></li> <li>• <b>More than 75%</b></li> </ul>
Q19	<p><b>At which grade do the following reading skills and strategies first receive a major emphasis in instruction in your school?</b></p> <p><i>Check one circle for each line.</i></p> <ul style="list-style-type: none"> <li>• <b>First grade or earlier</b></li> <li>• <b>Second grade</b></li> <li>• <b>Third grade</b></li> <li>• <b>Fourth grade</b></li> <li>• <b>Not in these grades</b></li> </ul> <p>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</p>	Q17	<p><i>Notes: Reworded one answer dimension</i></p> <p><b>At which grade do the following reading skills and strategies first receive a major emphasis in instruction in your school?</b></p> <p><i>Click one circle for each row.</i></p> <ul style="list-style-type: none"> <li>• <b>First grade or earlier</b></li> <li>• <b>Second grade</b></li> <li>• <b>Third grade</b></li> <li>• <b>Fourth grade</b></li> <li>• <b>Not in these grades</b></li> </ul> <p>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) Evaluating and critiquing the style or structure of a text                      n) Determining the author’s perspective</p>

2016 MS Final U.S. Version		2021 FT Draft U.S. Version	
Item #	Original Item	Item #	Revised Item
	or intention		or intention
Q23	<p><b>Do you hold any of the following professional qualifications in educational leadership?</b>                      Check <i>one</i> circle for each line</p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul> <p>a) Certificate or license                      b) A Master’s degree, postgraduate certificate program (e.g., teaching), or professional degree (e.g., law, medicine, dentistry)                      c) A doctorate (Ph.D. or Ed.D.)</p>	Q21	<p><i>Notes: Changed item stem wording slightly.</i></p> <p><b>Do you hold the following professional qualifications in educational leadership?</b>                      Click <i>one</i> circle for each row.</p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul> <p>a) Certificate or license                      b) A Master’s degree, postgraduate certificate program (e.g., teaching), or professional degree (e.g., law, medicine, dentistry)                      c) A doctorate (Ph.D. or Ed.D.)</p>

## B. Teacher Questionnaire

### 1. New Adaptations of all items (not already included in the U.S. 2016 main study version)

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<p>PIRLS 2016 IEA, 2015</p> <p>The National Center for Education Statistics (NCES), within the U.S. Department of Education, is authorized to conduct this study under the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C., § 9543). The data are being collected for NCES by RTI International, a nonprofit research organization based in North Carolina. The collected data may be used only for statistical purposes and may not be disclosed or used, in identifiable form, for any other purpose except as required by law (ESRA 2002, 20 U.S.C., § 9573). The collected information will be combined across respondents to produce statistical reports.</p> <p>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 survey is 1850-0645. The time required to complete this survey is estimated to average 35 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the survey. 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, PCP, 550 12th St., SW, 4th floor, Washington, DC 20024.</p> <p>OMB No. 1850-0645, Approval Expires 11/30/2017.</p>	<p>PIRLS 2021 Field Test IEA, 2019</p> <p>The National Center for Education Statistics (NCES), within the U.S. Department of Education, conducts PIRLS in the United States as authorized by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543) , and to collect students' education records from educational agencies or institutions for the purpose of evaluating federally supported education programs under the Family Educational Rights and Privacy Act (FERPA, 34 CFR §§ 99.31(a)(3)(iii) and 99.35). All of the information you provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151).</p> <p>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 teacher, 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 questions about the status of your individual submission of this form, write directly to: Progress in International Reading Literacy Study (PIRLS), National Center for Education Statistics, Potomac Center Plaza, 550 12th Street., SW, 4th</p>	<p><i>Notes: Cover Years, expected completion time (35 to 40 minutes), and OMB language updated.</i></p>

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2016 U.S. adaptation	2021 Field Test U.S. adaptation	Notes
	<p>floor, Washington, DC 20202.</p> <p>OMB No. 1850-0645 Approval Expires 04/30/2022.</p>	
<p>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.</p> <p>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.</p> <p>Some of the questions in the questionnaire refer to the “<b>PIRLS class</b>” or “<b>this class.</b>” 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.</p> <p>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.</p> <p>It is estimated that you will need</p>	<p>Your school has agreed to participate in PIRLS (Progress in International Reading Literacy Study) 2021, 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 almost 60 countries in order to help improve teaching and learning worldwide.</p> <p>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.</p> <p>Some of the questions in the questionnaire refer to the “<b>PIRLS class</b>” or “<b>this class.</b>” 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.</p> <p>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.</p> <p>NCES is authorized to collect information from this questionnaire</p>	<p><i>Notes: Year, expected completion time (35 to 40 minutes), grade, and OMB text updated.</i></p>

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<p>approximately 35 minutes to complete this questionnaire. We appreciate the time and effort that this takes and thank you for your cooperation and contribution.</p> <p>When you have completed the questionnaire, please place it in the accompanying envelope and return it to the PIRLS school coordinator.</p> <p>Your responses will be combined with those from other participants to produce summary statistics and reports</p> <p>Thank you.</p>	<p>under the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543), and to collect students’ education records from educational agencies or institutions for the purpose of evaluating federally supported education programs under the Family Educational Rights and Privacy Act (FERPA, 34 CFR §§ 99.31(a)(3)(iii) and 99.35). You do not have to provide the information requested. However, the information you provide will help the U.S. Department of Education’s ongoing efforts to understand better how the educational system in the United States compares to that in other countries. There are no penalties should you choose not to participate in this study. All of the information you provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151). Your responses will be combined with those from other participants to produce summary statistics and reports. This survey is estimated to take an average of 40 minutes, including time for reviewing instructions, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing burden to: Progress in International Reading Literacy Study (PIRLS), National Center for Education Statistics, Potomac Center Plaza, 550 12th Street., SW, 4th floor, Washington, DC 20202.</p> <p>Thank you.</p>	
<p>Some of the questions in the questionnaire refer to the “<b>PIRLS class</b>” or “<b>this class.</b>” 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.</p>	<p>Some of the questions in the questionnaire refer to the “<b>PIRLS class</b>” or “<b>this class.</b>” This is the class that is identified with the login documentation, and which will be tested as part of PIRLS in your</p>	<p><i>Notes: Most questionnaires will be done online, but some may be done via paper hard copy, in which case the original paper instructions will be used.</i></p>

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	school.	
When you have completed the questionnaire, please place it in the accompanying envelope and return it to the PIRLS school coordinator.	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.” For some questions, you will be automatically taken to the appropriate next question based on your response.  When you have completed the questionnaire, please click on the “Finish” button at the end of the last question in order to submit your answers.	<i>Notes: Most questionnaires will be done online, but some may be done via paper hard copy, in which case the original paper instructions will be used.</i>
<b>Thank you for the thought, time, and effort you have put into completing this questionnaire.</b>	<b>Thank you for the thought, time, and effort you have put into completing this questionnaire.</b>  To submit your completed questionnaire, please click the Finish button.	<i>Notes: Most questionnaires will be done online, but some may be done via paper hard copy and will not have the “click the Finish button” instructions to submit.</i>
<b>Global change of instructional text</b>  <i>Write in the number. Check <b>one</b> circle for each line. Check <b>one</b> circle only. Write in the number of minutes per day.</i>	<i>Type in the number. Click <b>one</b> circle for each row. Click <b>one</b> circle only. Type in the number of minutes per day.</i>	<i>Notes: Teacher Questionnaire instructional change for transition from paper to web-based questionnaires.</i>

## 2. New Items

Item #	Added Text/Item
Q6	<b>How often do you read for enjoyment?</b> <i>Click <b>one</b> circle only.</i> <ul style="list-style-type: none"> <li>• <b>Every day or almost every day</b></li> <li>• <b>Once or twice a week</b></li> <li>• <b>Once or twice a month</b></li> <li>• <b>Never or almost never</b></li> </ul>
Q8	<b>How helpful is each type of professional development?</b> <i>Click <b>one</b> circle for each row.</i> <ul style="list-style-type: none"> <li>• <b>Helpful</b></li> <li>• <b>Somewhat helpful</b></li> <li>• <b>Not helpful</b></li> </ul> <p>a) Workshops b) Seminars c) Access to a mentor (e.g., literacy coach)</p>

	<p>d) Teacher professional learning communities e) Online professional development</p>
Q9	<p><b>To what extent are each of these a disincentive to participate in professional development?</b> <i>Click one circle for each row.</i></p> <ul style="list-style-type: none"> <li>• <b>Not at all</b></li> <li>• <b>Some</b></li> <li>• <b>A lot</b></li> </ul> <p>a) Financial costs b) Time conflicts c) Content is not relevant d) Lack of support from school administrators</p>
Q31	<p><b>About how often do students in this class take reading assessments on digital devices?</b> <i>Click one circle only.</i></p> <ul style="list-style-type: none"> <li>• <b>More than once a month</b></li> <li>• <b>Once a month</b></li> <li>• <b>Twice a year</b></li> <li>• <b>Once a year</b></li> <li>• <b>Never</b></li> </ul>

3. Deleted Items (entire stem)

Item #	Deleted Text/Item
Q9	<p><b>How often do you have the following types of interactions with other teachers?</b> <i>Check one circle for each line.</i></p> <ul style="list-style-type: none"> <li>• <b>Very often</b></li> <li>• <b>Often</b></li> <li>• <b>Sometimes</b></li> <li>• <b>Never or almost never</b></li> </ul> <p>a) Share what I have learned about my teaching experiences b) Observe another classroom to learn more about teaching c) Work together to improve how to teach a particular topic d) Work with teachers from other schools on the curriculum e) Work with teachers from other grades to ensure continuity in learning</p>
Q13A Q13B	<p><b>A. How many students <u>need remedial instruction in reading</u>?</b> _____ fourth grade students in this class <i>Write in the number.</i></p> <p><b>B. How many of the students in #13A <u>receive remedial instruction in reading</u>?</b> _____ students <i>Write in the number.</i></p>
Q14	<p><b>A. How many students in the class are advanced readers?</b> _____ fourth grade students in this class <i>Write in the number.</i></p>
Q30	<p><b>Are the following resources available to you to work with students who have difficulty with reading?</b> <i>Check one circle for each line.</i></p> <ul style="list-style-type: none"> <li>• <b>Always</b></li> <li>• <b>Sometimes</b></li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Never</b></li> <li>a) A specialized professional (e.g., reading specialist, speech therapist)</li> <li>b) A teacher-aide</li> <li>c) An adult/parent volunteer</li> </ul>
<b>Q31</b>	<p><b>What do you usually do if a student begins to fall behind in reading?</b>  <i>Check one circle for each line.</i></p> <ul style="list-style-type: none"> <li>• <b>Yes</b></li> <li>• <b>No</b></li> </ul> <p>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</p>

4. Revised Items

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Item #	Original Item	Item #	Revised Item
<b>Q2</b>	<p><b>Are you female or male?</b>  <i>Check one circle only.</i></p> <ul style="list-style-type: none"> <li>• <b>Female</b></li> <li>• <b>Male</b></li> </ul>	<b>Q2</b>	<p><i>Notes: Changed item stem text and added an additional category</i></p> <p><b>Which of these describes you?</b>  <i>Click one circle only.</i></p> <ul style="list-style-type: none"> <li>• <b>Female</b></li> <li>• <b>Male</b></li> <li>• <b>Other</b></li> </ul>
<b>Q5A Q5B</b>	<p><b>A. During your college or university education, what was your major or main area(s) of study?</b>  <i>Check one circle for each line.</i></p> <ul style="list-style-type: none"> <li>• <b>Yes</b></li> <li>• <b>No</b></li> </ul> <p>a) Education—Primary/Elementary          b) Education—Secondary          c) English          d) Other</p> <p><b>B. As part of your formal education and/or training, to what extent did you study the following areas?</b>  <i>Check one circle for each line.</i></p> <ul style="list-style-type: none"> <li>• <b>Not at all</b></li> <li>• <b>Overview or introduction to topic</b></li> <li>• <b>It was an area of emphasis</b></li> </ul> <p>a) English          b) Literature          c) Pedagogy/teaching reading</p>	<b>Q5A Q5B</b>	<p><i>Notes: Reworded one answer dimension and added another answer dimension.</i></p> <p><b>A. During your college or university education, what was your major or main area(s) of study?</b>  <i>Click one circle for each row.</i></p> <ul style="list-style-type: none"> <li>• <b>Yes</b></li> <li>• <b>No</b></li> </ul> <p>a) Education—Primary/Elementary          b) Education—Secondary          c) English          d) Other</p> <p><b>B. As part of your formal education and/or training, to what extent did you study the following areas?</b>  <i>Click one circle for each row.</i></p> <ul style="list-style-type: none"> <li>• <b>Not at all</b></li> <li>• <b>Overview or introduction to topic</b></li> <li>• <b>It was an area of emphasis</b></li> </ul> <p>a) English          b) Literature          c) Pedagogy/teaching reading</p>

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Item #	Original Item	Item #	Revised Item
	d) Educational psychology e) Remedial reading f) Reading theory g) Special education h) Second language learning i) Assessment methods in reading j) Early childhood education		d) Educational psychology e) Learning support f) Reading theory g) Special education h) Second language learning i) Assessment methods in reading j) Early childhood education k) Digital literacies
Q6	<p><b>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)?</b>                      Check <b>one</b> circle only.</p> <ul style="list-style-type: none"> <li>• None</li> <li>• Less than 6 hours</li> <li>• 6–15 hours</li> <li>• 16–35 hours</li> <li>• More than 35 hours</li> </ul>	Q7A Q7B	<p><i>Notes: Added a second part to the item stem, added answer dimensions, and changed response categories.</i></p> <p><b>A. In the past two years, have you participated in formal professional development in reading (e.g., workshops, seminars, lesson studies)?</b>                      Click <b>one</b> circle for each row.</p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul> <p>a) Teaching reading comprehension skills or strategies                      b) Integrating literacies across the curriculum                      c) Addressing students’ language needs in teaching reading                      d) Integrating technology into reading instruction                      e) Instruction related to digital literacies                      f) Addressing differentiation of instruction for students’ needs and interests                      g) Assessing students’ reading</p> <p><b>B. How would you prioritize your need for future professional development?</b>                      Click <b>one</b> circle for each row.</p> <ul style="list-style-type: none"> <li>• High</li> <li>• Medium</li> <li>• Low</li> </ul> <p>a) Teaching reading comprehension skills or strategies                      b) Integrating literacies across the curriculum                      c) Addressing students’ language needs in teaching reading                      d) Integrating technology into reading instruction                      e) Instruction related to digital literacies                      f) Addressing differentiation of instruction for students’ needs and interests                      g) Assessing students’ reading</p>
Q7	<p><b>How would you characterize each of the</b></p>	Q10	<p><i>Notes: Reworded one answer dimension.</i></p> <p><b>How would you characterize each of the</b></p>

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	<p><b>following within your school?</b> Check <b>one</b> circle for each line.</p> <ul style="list-style-type: none"> <li>• <b>Very high</b></li> <li>• <b>High</b></li> <li>• <b>Medium</b></li> <li>• <b>Low</b></li> <li>• <b>Very low</b></li> </ul> <p>a) Teachers’ understanding of the school’s curricular goals                      b) Teachers’ degree of success in implementing the school’s curriculum                      c) Teachers’ expectations for student achievement                      d) Teachers’ ability to inspire students                      e) Collaboration between school leadership (including master teachers) and teachers to plan instruction                      f) Parental involvement in school activities                      g) Parental commitment to ensure that students are ready to learn                      h) Parental expectations for student achievement                      i) Parental support for student achievement                      j) Students’ desire to do well in school                      k) Students’ ability to reach school’s academic goals                      l) Students’ respect for classmates who excel academically</p>		<p><b>following within your school?</b> Click <b>one</b> circle for each row.</p> <ul style="list-style-type: none"> <li>• <b>Very high</b></li> <li>• <b>High</b></li> <li>• <b>Medium</b></li> <li>• <b>Low</b></li> <li>• <b>Very low</b></li> </ul> <p>a) Teachers’ understanding of the school’s curricular goals                      b) Teachers’ degree of success in implementing the school’s curriculum                      c) Teachers’ expectations for student achievement                      d) Teachers’ ability to inspire students                      e) Collaboration between school leadership and teachers to plan instruction                      f) Parental involvement in school activities                      g) Parental commitment to ensure that students are ready to learn                      h) Parental expectations for student achievement                      i) Parental support for student achievement                      j) Students’ desire to do well in school                      k) Students’ ability to reach school’s academic goals                      l) Students’ respect for classmates who excel academically</p>
Q8	<p><b>Thinking about your current school, indicate the extent to which you agree or disagree with each of the following statements.</b> Check <b>one</b> circle for each line.</p> <ul style="list-style-type: none"> <li>• <b>Agree a lot</b></li> <li>• <b>Agree a little</b></li> <li>• <b>Disagree a little</b></li> <li>• <b>Disagree a lot</b></li> </ul> <p>a) This school is located in a safe neighborhood                      b) I feel safe at this school                      c) This school’s security policies and practices are sufficient                      d) The students behave in an orderly manner                      e) The students are respectful of the teachers                      f) The students respect school property                      g) This school has clear rules about</p>	Q11	<p><i>Notes: Added one answer dimension</i></p> <p><b>Thinking about your current school, indicate the extent to which you agree or disagree with each of the following statements.</b> Click <b>one</b> circle for each row.</p> <ul style="list-style-type: none"> <li>• <b>Agree a lot</b></li> <li>• <b>Agree a little</b></li> <li>• <b>Disagree a little</b></li> <li>• <b>Disagree a lot</b></li> </ul> <p>a) This school is located in a safe neighborhood                      b) I feel safe at this school                      c) This school’s security policies and practices are sufficient                      d) The students behave in an orderly manner                      e) The students are respectful of the teachers                      f) The students respect school property                      g) This school has clear rules about</p>

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	<p>student conduct</p> <p>h) This school's rules are enforced in a fair and consistent manner</p>		<p>student conduct</p> <p>h) This school's rules are enforced in a fair and consistent manner</p> <p>i) The students are respectful of each other</p>
Q10	<p><b>How often do you feel the following way about being a teacher?</b></p> <p><i>Check <b>one</b> circle for each line.</i></p> <ul style="list-style-type: none"> <li>• <b>Very often</b></li> <li>• <b>Often</b></li> <li>• <b>Sometimes</b></li> <li>• <b>Never or almost never</b></li> </ul> <p>a) I am content with my profession as a teacher</p> <p>b) I find my work full of meaning and purpose</p> <p>c) I am enthusiastic about my job</p> <p>d) My work inspires me</p> <p>e) I am proud of the work I do</p>	Q12	<p><i>Notes: Added one answer dimension</i></p> <p><b>How often do you feel the following way about being a teacher?</b></p> <p><i>Click <b>one</b> circle for each row.</i></p> <ul style="list-style-type: none"> <li>• <b>Very often</b></li> <li>• <b>Often</b></li> <li>• <b>Sometimes</b></li> <li>• <b>Never or almost never</b></li> </ul> <p>a) I am content with my profession as a teacher</p> <p>b) I find my work full of meaning and purpose</p> <p>c) I am enthusiastic about my job</p> <p>d) My work inspires me</p> <p>e) I am proud of the work I do</p> <p>f) I feel appreciated as a teacher</p>
Q12	<p><b>How many fourth grade students experience difficulties understanding spoken English?</b></p> <p>_____ students in this class</p> <p><i>Write in the number.</i></p>	Q14A Q14B	<p><i>Notes: Added a second part to the item stem.</i></p> <p><b>A. How many fourth grade students experience difficulties understanding spoken English?</b></p> <p>_____ students in this class</p> <p><i>Type in the number.</i></p> <p><b>B. How many fourth grade students experience difficulties in reading?</b></p> <p>_____ students in this class</p> <p><i>Type in the number.</i></p>
Q15	<p><b>In your view, to what extent do the following limit how you teach this class?</b></p> <p><i>Check <b>one</b> circle for each line.</i></p> <ul style="list-style-type: none"> <li>• <b>Not at all</b></li> <li>• <b>Some</b></li> <li>• <b>A lot</b></li> </ul> <p>a) Students lacking prerequisite knowledge or skills</p> <p>b) Students suffering from lack of basic nutrition</p> <p>c) Students suffering from not enough sleep</p> <p>d) Students absent from class</p> <p>e) Disruptive students</p> <p>f) Uninterested students</p> <p>g) Students with mental, emotional, or psychological impairment</p>	Q15	<p><i>Notes: Changed one answer dimension</i></p> <p><b>In your view, to what extent do the following limit how you teach this class?</b></p> <p><i>Click <b>one</b> circle for each row.</i></p> <ul style="list-style-type: none"> <li>• <b>Not at all</b></li> <li>• <b>Some</b></li> <li>• <b>A lot</b></li> </ul> <p>a) Students lacking prerequisite knowledge or skills</p> <p>b) Students suffering from lack of basic nutrition</p> <p>c) Students suffering from not enough sleep</p> <p>d) Students absent from class</p> <p>e) Disruptive students</p> <p>f) Uninterested students</p> <p>g) Students with mental, emotional, or psychological impairment</p>

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	h) Lack of support for using information technology		h) Students needing extra support in reading
Q16	<p><b>In a typical week, how much time do you spend on English language instruction and/or activities with the students?</b>  <i>Include instruction or activities in reading, writing, speaking, literature, and other language skills.</i></p> <p>_____ minutes per week  <i>Write in the number of minutes per week. Please convert the number of hours into minutes.</i></p>	Q16	<p><i>Notes: Added instructional text</i></p> <p><b>In a typical week, how much time do you spend on English language instruction and/or activities with the students?</b>  <i>Include instruction or activities in reading, writing, speaking, listening, literature, and other language skills.</i></p> <p>_____ minutes per week  <i>Type in the number of minutes per week. Please convert the number of hours into minutes.</i></p>
Q19A Q19B	<p><b>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)?</b>  <i>Check <b>one</b> circle for each line.</i></p> <ul style="list-style-type: none"> <li>• Every day or almost every day</li> <li>• Once or twice a week</li> <li>• Once or twice a month</li> <li>• Never or almost never</li> </ul> <p><b>A. Literary Reading Materials</b></p> <ul style="list-style-type: none"> <li>a) Short stories (e.g., fables, fairy tales, action stories, science fiction, detective stories)</li> <li>b) Longer fiction books with chapters</li> <li>c) Plays</li> </ul> <p><b>B. Informational Reading Materials</b></p> <ul style="list-style-type: none"> <li>a) Nonfiction subject area books or textbooks</li> <li>b) Longer nonfiction books with chapters</li> <li>c) Nonfiction articles that describe and explain about things, people, events, or how things work (e.g., newspaper articles, brochures)</li> </ul>	Q19A Q19B	<p><i>Notes: Added two answer dimensions.</i></p> <p><b>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)?</b>  <i>Click <b>one</b> circle for each row.</i></p> <ul style="list-style-type: none"> <li>• Every day or almost every day</li> <li>• Once or twice a week</li> <li>• Once or twice a month</li> <li>• Never or almost never</li> </ul> <p><b>A. Literary Reading Materials</b></p> <ul style="list-style-type: none"> <li>a) Short stories (e.g., fables, fairy tales, action stories, science fiction, detective stories)</li> <li>b) Longer fiction books with chapters</li> <li>c) Plays</li> <li>d) Poems/poetry</li> </ul> <p><b>B. Informational Reading Materials</b></p> <ul style="list-style-type: none"> <li>a) Nonfiction subject area books or textbooks</li> <li>b) Longer nonfiction books with chapters</li> <li>c) Nonfiction articles that describe and explain about things, people, events, or how things work (e.g., newspaper articles, brochures)</li> <li>d) Non-continuous texts (e.g., diagrams, maps, illustrations, photographs, tables)</li> </ul>
Q20	<p><b>When you have reading instruction and/or do reading activities with the students, how often do you do the following?</b>  <i>Check <b>one</b> circle for each line.</i></p>	Q20	<p><i>Notes: Removed two answer dimensions and added one answer dimension.</i></p> <p><b>When you have reading instruction and/or do reading activities with the students, how often do you do the following?</b>  <i>Click <b>one</b> circle for each row.</i></p>

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	<ul style="list-style-type: none"> <li>• <b>Every day or almost every day</b></li> <li>• <b>Once or twice a week</b></li> <li>• <b>Once or twice a month</b></li> <li>• <b>Never or almost never</b></li> </ul> <p>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 students how to summarize the main ideas                      g) Teach or model skimming or scanning strategies</p>		<ul style="list-style-type: none"> <li>• <b>Every day or almost every day</b></li> <li>• <b>Once or twice a week</b></li> <li>• <b>Once or twice a month</b></li> <li>• <b>Never or almost never</b></li> </ul> <p>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) Provide opportunities for students to develop fluency</p>
Q21	<p><b>How often do you do the following in teaching reading to this class?</b>                      Check <b>one</b> circle for each line.</p> <ul style="list-style-type: none"> <li>• <b>Every or almost every lesson</b></li> <li>• <b>About half the lessons</b></li> <li>• <b>Some lessons</b></li> <li>• <b>Never</b></li> </ul> <p>a) Provide reading materials that match the students’ interests                      b) Provide materials that are appropriate for the reading levels of individual students                      c) Link new content to students’ prior knowledge                      d) Encourage students to develop their understandings of the text                      e) Encourage student discussions of texts                      f) Encourage students to challenge the opinion expressed in the text                      g) Use multiple perspectives (among students and texts) to enrich understanding                      h) Give students time to read books of their own choosing                      i) Give individualized feedback to each student</p>	Q21	<p><i>Notes: Reworded two answer dimensions.</i></p> <p><b>How often do you do the following in teaching reading to this class?</b>                      Click <b>one</b> circle for each row.</p> <ul style="list-style-type: none"> <li>• <b>Every or almost every lesson</b></li> <li>• <b>About half the lessons</b></li> <li>• <b>Some lessons</b></li> <li>• <b>Never</b></li> </ul> <p>a) Provide reading materials that match the students’ interests                      b) Provide materials that are appropriate for the reading levels of individual students                      c) Link new content to students’ prior knowledge                      d) Encourage students to deepen their understandings of the text                      e) Encourage student discussions of texts                      f) Encourage students to challenge the opinion expressed in the text                      g) Encourage students to read texts with multiple perspectives                      h) Give students time to read books of their own choosing                      i) Give individualized feedback to each student</p>
Q22	<p><b>How often do you ask the students to do the following things to help <u>develop reading comprehension skills or strategies</u>?</b>                      Check <b>one</b> circle for each line.</p> <ul style="list-style-type: none"> <li>• <b>Every day or almost every day</b></li> <li>• <b>Once or twice a week</b></li> <li>• <b>Once or twice a month</b></li> </ul>	Q22	<p><i>Notes: Added two answer dimensions.</i></p> <p><b>How often do you ask the students to do the following things to help <u>develop reading comprehension skills or strategies</u>?</b>                      Click <b>one</b> circle for each row.</p> <ul style="list-style-type: none"> <li>• <b>Every day or almost every day</b></li> <li>• <b>Once or twice a week</b></li> <li>• <b>Once or twice a month</b></li> </ul>

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	<ul style="list-style-type: none"> <li>• <b>Never or almost never</b></li> </ul> <p>a) Locate information within the text                      b) Identify the main ideas of what they have read                      c) Explain or support their understanding with text evidence                      d) Compare what they have read with experiences they have had                      e) Compare what they have read with other things they have read                      f) Make predictions about what will happen next in the text they are reading                      g) Make generalizations and draw inferences based on what they have read                      h) Evaluate and critique the style or structure of the text they have read                      i) Determine the author’s perspective or intention</p>		<ul style="list-style-type: none"> <li>• <b>Never or almost never</b></li> </ul> <p>a) Locate information within the text                      b) Identify the main ideas of what they have read                      c) Explain or support their understanding with text evidence                      d) Compare what they have read with experiences they have had                      e) Compare what they have read with other things they have read                      f) Make predictions about what will happen next in the text they are reading                      g) Make generalizations and draw inferences based on what they have read                      h) Evaluate and critique the style or structure of the text they have read                      i) Determine the author’s perspective or intention                      j) Self-monitor their reading (e.g., recognize when they don’t understand)                      k) Use skimming or scanning strategies</p>
Q23	<p><b>After students have read something, how often do you ask them to do the following?</b>                      Check <b>one</b> circle for each row.</p> <ul style="list-style-type: none"> <li>• <b>Every day or almost every day</b></li> <li>• <b>Once or twice a week</b></li> <li>• <b>Once or twice a month</b></li> <li>• <b>Never or almost never</b></li> </ul> <p>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</p>	Q23	<p><i>Notes: Added one answer dimension</i></p> <p><b>After students have read something, how often do you ask them to do the following?</b>                      Click <b>one</b> circle for each row.</p> <ul style="list-style-type: none"> <li>• <b>Every day or almost every day</b></li> <li>• <b>Once or twice a week</b></li> <li>• <b>Once or twice a month</b></li> <li>• <b>Never or almost never</b></li> </ul> <p>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                      e) Create a multi-modal response (e.g., image, audio, text, video, performance)</p>
Q24A Q24B Q24C	<p><b>A. Do the students in this class have computers (including tablets) available to use for their reading lessons?</b>                      Check <b>one</b> circle only.</p> <ul style="list-style-type: none"> <li>• <b>Yes</b></li> <li>• <b>No</b></li> </ul> <p>(If No, go to #25)</p>	Q24A Q24B Q24C Q24D Q24E	<p><i>Notes: Added two new parts to the item stem, added categories, and added/changed answer dimensions.</i></p> <p><b>A. Do the students in this class ever have digital devices (desktop computers, laptops, or tablets) available to use during reading instruction?</b>                      Click <b>one</b> circle only.</p> <ul style="list-style-type: none"> <li>• <b>Yes</b></li> <li>• <b>No</b></li> </ul> <p>(If No, go to #25)</p>

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	<p><b>If Yes,</b>  <b>B. What access do the students have to computers?</b>  <i>Check <b>one</b> circle for each line.</i></p> <ul style="list-style-type: none"> <li>• <b>Yes</b></li> <li>• <b>No</b></li> </ul> <p style="margin-left: 40px;">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</p> <p><b>C. How often do you do the following computer activities during reading lessons?</b>  <i>Check <b>one</b> circle for each line.</i></p> <ul style="list-style-type: none"> <li>• <b>Every day or almost every day</b></li> <li>• <b>Once or twice a week</b></li> <li>• <b>Once or twice a month</b></li> <li>• <b>Never or almost never</b></li> </ul> <p style="margin-left: 40px;">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</p>		<p><b>If Yes,</b>  <b>B. What access do the students have to digital devices?</b>  <i>Click <b>one</b> circle for each row.</i></p> <ul style="list-style-type: none"> <li>• <b>Yes</b></li> <li>• <b>No</b></li> </ul> <p style="margin-left: 40px;">a) The school provides each student with a digital device  b) The class has digital devices that students can share  c) The school has digital devices that the class can use sometimes  d) Students bring their own digital devices</p> <p><b>C. How confident are you using digital devices in your instruction?</b>  <i>Click <b>one</b> circle only.</i></p> <ul style="list-style-type: none"> <li>• Very confident</li> <li>• Confident</li> <li>• Somewhat confident</li> <li>• Not confident</li> </ul> <p><b>D. How often do you use digital devices during reading activities to support learning for:</b>  <i>Click <b>one</b> circle for each row.</i></p> <ul style="list-style-type: none"> <li>• <b>Every day or almost every day</b></li> <li>• <b>Once or twice a week</b></li> <li>• <b>Once or twice a month</b></li> <li>• <b>Never or almost never</b></li> </ul> <p style="margin-left: 40px;">a) Whole class  b) Low-performing students  c) High-performing students  d) Students with special needs</p> <p><b>E. How often do you have students use digital devices during reading instruction?</b>  <i>Click <b>one</b> circle for each row.</i></p> <ul style="list-style-type: none"> <li>• <b>Every day or almost every day</b></li> <li>• <b>Once or twice a week</b></li> <li>• <b>Once or twice a month</b></li> <li>• <b>Never or almost never</b></li> </ul> <p style="margin-left: 40px;">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 facts and</p>

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Item #	Original Item	Item #	Revised Item
			definitions e) Ask students to do a research project on a particular topic or problem f) Ask students to write stories or other texts g) Ask students to create a presentation or communication (e.g., video)
Q25A Q25B Q25C Q25D Q25E	<p><b>A. Do you have a library or reading corner in your classroom?</b>                      Check <b>one</b> circle only.</p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul> <p style="text-align: center;">(If No, go to #26)</p> <p><b>If Yes,</b>  <b>B. About how many books are in your classroom library?</b>                      Check <b>one</b> circle only.</p> <ul style="list-style-type: none"> <li>• 0-25</li> <li>• 26-50</li> <li>• 51-100</li> <li>• More than 100</li> </ul> <p><b>C. About how many magazines with different titles are in your classroom library?</b>                      Check <b>one</b> circle only.</p> <ul style="list-style-type: none"> <li>• 0</li> <li>• 1-2</li> <li>• 3-5</li> <li>• More than 5</li> </ul> <p><b>D. How often do you give the students in your class time to use the classroom library or reading corner?</b>                      Check <b>one</b> circle only.</p> <ul style="list-style-type: none"> <li>• Every day or almost every day</li> <li>• Once or twice a week</li> <li>• Once or twice a month</li> <li>• Never or almost never</li> </ul> <p><b>E. Can the students borrow books from the classroom library or reading corner to take home?</b>                      Check <b>one</b> circle only.</p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	Q25A Q25B Q25C Q25D Q25E	<p><i>Notes: Added text to second question part stem.</i></p> <p><b>A. Do you have a library or reading corner in your classroom?</b>                      Click <b>one</b> circle only.</p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul> <p style="text-align: center;">(If No, go to #26)</p> <p><b>If Yes,</b>  <b>B. About how many books with different titles are in your classroom library?</b>                      Click <b>one</b> circle only.</p> <ul style="list-style-type: none"> <li>• 0-25</li> <li>• 26-50</li> <li>• 51-100</li> <li>• More than 100</li> </ul> <p><b>C. About how many magazines with different titles are in your classroom library?</b>                      Click <b>one</b> circle only.</p> <ul style="list-style-type: none"> <li>• 0</li> <li>• 1-2</li> <li>• 3-5</li> <li>• More than 5</li> </ul> <p><b>D. How often do you give the students in your class time to use the classroom library or reading corner?</b>                      Click <b>one</b> circle only.</p> <ul style="list-style-type: none"> <li>• Every day or almost every day</li> <li>• Once or twice a week</li> <li>• Once or twice a month</li> <li>• Never or almost never</li> </ul> <p><b>E. Can the students borrow books from the classroom library or reading corner to take home?</b>                      Click <b>one</b> circle only.</p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>

2016 MS Final U.S. Version		2021 FT Draft U.S. Version	
Item #	Original Item	Item #	Revised Item
Q26	<p><b>How often do you take or send the students to a library other than your classroom library?</b>  <i>Check <b>one</b> circle only.</i></p> <ul style="list-style-type: none"> <li>• <b>At least once or twice a week</b></li> <li>• <b>Once or twice a month</b></li> <li>• <b>A few times a year</b></li> <li>• <b>Never or almost never</b></li> </ul>	Q26	<p><i>Notes: Reworded item stem</i></p> <p><b>How often do you take or send the students to the school or local library?</b>  <i>Click <b>one</b> circle only.</i></p> <ul style="list-style-type: none"> <li>• <b>At least once or twice a week</b></li> <li>• <b>Once or twice a month</b></li> <li>• <b>A few times a year</b></li> <li>• <b>Never or almost never</b></li> </ul>
Q32	<p><b>How much emphasis do you place on the following sources to monitor students' progress in reading?</b>  <i>Check <b>one</b> circle for each line.</i></p> <ul style="list-style-type: none"> <li>• <b>Major emphasis</b></li> <li>• <b>Some emphasis</b></li> <li>• <b>Little or no emphasis</b></li> </ul> <p>a) Assessment of students' ongoing work                      b) Classroom tests (for example, teacher-made or textbook tests)                      c) State or district achievement tests</p>	Q30	<p><i>Notes: Reworded item stem, categories, and answer dimensions.</i></p> <p><b>How much importance do you place on the following assessment strategies in reading?</b>  <i>Click <b>one</b> circle for each row.</i></p> <ul style="list-style-type: none"> <li>• <b>A lot</b></li> <li>• <b>Some</b></li> <li>• <b>None</b></li> </ul> <p>a) Observing students as they work                      b) Asking students to answer questions during class                      c) Short, regular written assessments (paper or digital)                      d) Longer tests (e.g., unit tests or exams)                      e) Long-term projects (e.g., reading logs)</p>

## C. Student Questionnaire

### 1. New Adaptation of all items (not already included in the U.S. 2016 main study version)

PIRLS 2021 U.S. Field Test (draft)		
2016 U.S. adaptation	2021 Field Test U.S. adaptation	Notes
<p>PIRLS 2016</p> <p>IEA, 2015</p> <p>The National Center for Education Statistics (NCES), within the U.S. Department of Education, is authorized to conduct this study under the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C., § 9543). The data are being collected for NCES by RTI International, a nonprofit research organization based in North Carolina. The collected data may be used only for statistical purposes and may not be disclosed or used, in identifiable form, for any other purpose except as required by law (ESRA 2002, 20 U.S.C., § 9573). The collected information will be combined across respondents to produce statistical reports.</p> <p>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 survey is 1850-0645. The time required to complete this survey is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the survey. 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, PCP, 550 12th St., SW, 4th floor, Washington, DC 20024. OMB No. 1850-0645, Approval Expires 11/30/2017.</p>	<p>PIRLS 2021 Field Test</p> <p>IEA, 2019</p> <p>The National Center for Education Statistics (NCES) is authorized to conduct this study under the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543), and to collect students' education records from educational agencies or institutions for the purpose of evaluating federally supported education programs under the Family Educational Rights and Privacy Act (FERPA, 34 CFR §§ 99.31(a)(3)(iii) and 99.35). All of the information you provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151).</p> <p>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 student, including the time to review instructions 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 questions about the status of your individual submission of this form, write directly to: Progress in International Reading Literacy Study (PIRLS), National Center for Education Statistics, Potomac Center Plaza, 550 12<sup>th</sup> Street, SW, 4<sup>th</sup> floor, Washington, DC 20202.</p> <p>OMB No. 1850-0645, Approval Expires 04/30/2022.</p>	<p><i>Notes: Year and expected completion time (30 to 40 minutes) updated, and changed OMB text.</i></p>

PIRLS 2021 U.S. Field Test (draft)		
2016 U.S. adaptation	2021 Field Test U.S. adaptation	Notes
<p><b>Global change of instructional text</b></p> <p>Write in the number. Check <b>one</b> circle for each line. Check <b>one</b> circle only. Write in the number of minutes per day. Tell how much</p>	<p>Type in the number. Click <b>one</b> circle for each row. Click <b>one</b> circle only. Type in the number of minutes per day. Click to show</p>	<p>Notes: Student Questionnaire instructional change for transition from paper to web-based questionnaires.</p>

## 2. New Items (entire stem)

Item Number	Added Text/Item
Q9	<p><b>How much do you agree with these statements about using computers or tablets?</b> Click <b>one</b> circle for each row.</p> <ul style="list-style-type: none"> <li>• <b>Agree a lot</b></li> <li>• <b>Agree a little</b></li> <li>• <b>Disagree a little</b></li> <li>• <b>Disagree a lot</b></li> </ul> <p>a) I am good at using a computer or tablet. b) I am good at typing. c) It is easy for me to find information on the internet. d) I know how to create text documents using a computer or tablet. e) I know how to create presentations. f) I know how to use keywords to search for information on the internet. g) I know how to use a link to go to a website. h) I know how to find things on a website. i) I can move from one website to another</p>
Q13	<p><b>How often do these things happen during your reading lessons?</b> Click <b>one</b> circle for each row.</p> <ul style="list-style-type: none"> <li>• <b>Every or almost every lesson</b></li> <li>• <b>About half the lessons</b></li> <li>• <b>Some lessons</b></li> <li>• <b>Never</b></li> </ul> <p>a) Students don't listen to what the teacher says. b) There is too much noise for students to work well. c) My teacher has to wait a long time for students to be quiet. d) Students interrupt the teacher. e) My teacher has to keep telling us to follow the classroom rules.</p>
Q6	<p><b>Have you ever repeated a grade in elementary school?</b> Click <b>one</b> circle only.</p> <ul style="list-style-type: none"> <li>• <b>Yes</b></li> <li>• <b>No</b></li> </ul>
Q5B	<p><b>How many days were you absent from school in the last month?</b> Click <b>one</b> circle only.</p> <ul style="list-style-type: none"> <li>• <b>None</b></li> <li>• <b>1 or 2 days</b></li> <li>• <b>3 or 4 days</b></li> <li>• <b>5 to 10 days</b></li> <li>• <b>More than 10 days</b></li> </ul>

<p><b>Q20</b></p>	<p><b>How hard was this test compared to most other tests you have taken this year in school?</b>  <i>Click one circle only.</i></p> <ul style="list-style-type: none"> <li>• Easier than other tests</li> <li>• About as hard as other tests</li> <li>• Harder than other tests</li> <li>• Much harder than other tests</li> </ul>
<p><b>Q21</b></p>	<p><b>How hard did you try on this test compared to how hard you tried on most other tests you have taken this year in school?</b>  <i>Click one circle only.</i></p> <ul style="list-style-type: none"> <li>• Not as hard as on other tests</li> <li>• About as hard as on other tests</li> <li>• Harder than on other tests</li> <li>• Much harder than on other tests</li> </ul>
<p><b>Q22</b></p>	<p><b>How important was it to you to do well on this test?</b>  <i>Click one circle only.</i></p> <ul style="list-style-type: none"> <li>• Not very important</li> <li>• Somewhat important</li> <li>• Important</li> <li>• Very important</li> </ul>

3. Deleted Items (entire stem)

<p><b>Item Number</b></p>	<p><b>Deleted Text/Item</b></p>
<p><b>Q4</b></p>	<p><b>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.)</b>  <i>Fill one circle only.</i></p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• I don’t know</li> </ul> <p><b>B. Was your father (or stepfather or male legal guardian) born in the United States?</b>  <i>Fill one circle only.</i></p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• I don’t know</li> </ul> <p><b>C. Were you born in the United States?</b>  <i>Fill one circle only.</i></p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• I don’t know</li> </ul>
<p><b>Q5-The IEA chose to include this question, so this deletion is pending approval.</b></p>	<p><b>Do you have any of these things at your home?</b>  <i>Fill one circle for each line.</i></p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul> <ul style="list-style-type: none"> <li>a) A computer or tablet</li> <li>b) Study desk/table for your use</li> <li>c) Your own room</li> <li>d) Internet connection</li> <li>e) Your own cell phone</li> <li>f) A gaming system (e.g., PlayStation, Wii, Xbox)</li> <li>g) VCR, DVD, or Blu-ray player</li> </ul>

<p><b>Q9</b></p>	<p><b>How often do you eat breakfast on school days?</b>  <i>Fill one circle only.</i></p> <ul style="list-style-type: none"> <li>• Every day</li> <li>• Most days</li> <li>• Sometimes</li> <li>• Never or almost never</li> </ul>
<p><b>Q10</b></p>	<p><b>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)?</b>  <i>Fill one circle for each line.</i></p> <ul style="list-style-type: none"> <li>• Every day or almost every day</li> <li>• Once or twice a week</li> <li>• Once or twice a month</li> <li>• Never or almost never</li> </ul> <p>a) At home  b) At school  c) Some other place</p>
<p><b>Q12</b></p>	<p><b>How much time do you spend each day using a computer or tablet for any of the following activities?</b>  <i>Fill one circle for each line.</i></p> <ul style="list-style-type: none"> <li>• No time</li> <li>• Less than 30 minutes</li> <li>• 30 minutes up to 1 hour</li> <li>• From 1 hour up to 2 hours</li> <li>• 2 hours or more</li> </ul> <p>a) Playing games  b) Watching videos  c) Chatting  d) Surfing the Internet</p>

4. Revised Items

2016 MS Final U.S. Version		2021 FT Draft U.S. Version	
Item #	Original Item	Item #	Revised Item
<p><b>Directions</b></p>	<p><b>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.</b></p> <ul style="list-style-type: none"> <li>• Read each question carefully, and pick the answer you think is best.</li> <li>• Fill in the circle next to or under your answer.</li> <li>• If you decide to change your answer, draw an X through your first answer, like this:  X. Then, fill in the circle next to or under your new answer.</li> <li>• Ask for help if you do not understand something or are not sure how to answer.</li> </ul>	<p><b>Directions</b></p>	<p><i>Notes: Reworded instructions</i></p> <p><b>In this questionnaire, 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 questionnaire. Example 1 is one kind of question you will find in this questionnaire.</b></p> <ul style="list-style-type: none"> <li>• Read each question carefully, and pick the answer you think is best.</li> <li>• Click the circle next to or under your answer.</li> <li>• Ask for help if you do not understand something or are not sure how to answer.</li> <li>• You may change your answers at any time before submitting the questionnaire.</li> </ul>
<p><b>Q1</b></p>	<p><b>Are you a girl or a boy?</b></p>	<p><b>Q1A</b></p>	<p><i>Notes: Reworded stem and added answer option</i></p>

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Item #	Original Item	Item #	Revised Item
	<p><i>Fill one circle only.</i></p> <ul style="list-style-type: none"> <li>• <b>Girl</b></li> <li>• <b>Boy</b></li> </ul>		<p><b>Which of these describes you?</b> <i>Click one circle only.</i></p> <ul style="list-style-type: none"> <li>• <b>Girl</b></li> <li>• <b>Boy</b></li> <li>• <b>Other</b></li> </ul>
Q2	<p><b>When were you born?</b> <i>Fill the circles next to the month and year you were born</i></p> <p>.</p> <p><b>a) Month</b></p> <ul style="list-style-type: none"> <li>• January</li> <li>• February</li> <li>• March</li> <li>• April</li> <li>• May</li> <li>• June</li> <li>• July</li> <li>• August</li> <li>• September</li> <li>• October</li> <li>• November</li> <li>• December</li> </ul> <p><b>b) Year</b></p> <ul style="list-style-type: none"> <li>• 2003</li> <li>• 2004</li> <li>• 2005</li> <li>• 2006</li> <li>• 2007</li> <li>• 2008</li> <li>• 2009</li> <li>• Other</li> </ul>	Q2	<p><i>Notes: Updated Years</i></p> <p><b>When were you born?</b> <i>Click the circles next to the month and year you were born</i></p> <p>.</p> <p><b>a) Month</b></p> <ul style="list-style-type: none"> <li>• January</li> <li>• February</li> <li>• March</li> <li>• April</li> <li>• May</li> <li>• June</li> <li>• July</li> <li>• August</li> <li>• September</li> <li>• October</li> <li>• November</li> <li>• December</li> </ul> <p><b>b) Year</b></p> <ul style="list-style-type: none"> <li>• 2008</li> <li>• 2009</li> <li>• 2010</li> <li>• 2011</li> <li>• 2012</li> <li>• 2013</li> <li>• 2014</li> <li>• Other</li> </ul>
Q7	<p><b>About how often are you absent from school?</b> <i>Fill one circle only.</i></p> <ul style="list-style-type: none"> <li>• <b>Once a week</b></li> <li>• <b>Once every two weeks</b></li> <li>• <b>Once a month</b></li> <li>• <b>Never or almost never</b></li> </ul>	Q5A	<p><i>Notes: Added one response option</i></p> <p><b>About how often are you absent from school?</b> <i>Click one circle only.</i></p> <ul style="list-style-type: none"> <li>• <b>Once a week</b></li> <li>• <b>Once every two weeks</b></li> <li>• <b>Once a month</b></li> <li>• <b>Once every two months</b></li> <li>• <b>Never or almost never</b></li> </ul>
Q13	<p><b>What do you think about your school? Tell how much you agree with these statements.</b> <i>Fill one circle for each line.</i></p> <ul style="list-style-type: none"> <li>• <b>Agree a lot</b></li> <li>• <b>Agree a little</b></li> <li>• <b>Disagree a little</b></li> <li>• <b>Disagree a lot</b></li> </ul> <p>a) I like being in school.</p>	Q10	<p><i>Notes: One answer dimension added and stem revised.</i></p> <p><b>What do you think about your school? Click to show how much you agree with these statements.</b> <i>Click one circle for each row.</i></p> <ul style="list-style-type: none"> <li>• <b>Agree a lot</b></li> <li>• <b>Agree a little</b></li> <li>• <b>Disagree a little</b></li> <li>• <b>Disagree a lot</b></li> </ul>

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	b) I feel safe when I am at school. c) I feel like I belong at this school. d) Teachers at my school are fair to me. e) I am proud to go to this school.		a) I like being in school. b) I feel safe when I am at school. c) I feel like I belong at this school. d) Teachers at my school are fair to me. e) I am proud to go to this school. f) I have friends at this school.
<b>Q14</b>	<p><b>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)?</b>                      Fill <i>one</i> circle for each line.</p> <ul style="list-style-type: none"> <li>• <b>At least once a week</b></li> <li>• <b>Once or twice a month</b></li> <li>• <b>A few times a year</b></li> <li>• <b>Never</b></li> </ul> <p>a) Made fun of me or called me names                      b) Left me out of their games or activities                      c) Spread lies about me                      d) Stole something from me                      e) Hit or hurt me (e.g., shoving, hitting, kicking)                      f) Made me do things I didn't want to do                      g) Shared embarrassing information about me                      h) Threatened me</p>	<b>Q11</b>	<p><i>Notes: Deleted one answer dimension and added three more. Also removed parentheses from item stem.</i></p> <p><b>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?</b>                      Click <i>one</i> circle for each row.</p> <ul style="list-style-type: none"> <li>• <b>At least once a week</b></li> <li>• <b>Once or twice a month</b></li> <li>• <b>A few times a year</b></li> <li>• <b>Never</b></li> </ul> <p>a) Made fun of me or called me names                      b) Left me out of their games or activities                      c) Spread lies about me                      d) Stole something from me                      e) Damaged something of mine on purpose                      f) Hit or hurt me (e.g., shoving, hitting, kicking)                      g) Made me do things I didn't want to do                      h) Sent me nasty or hurtful messages online                      i) Shared nasty or hurtful information about me online                      j) Threatened me</p>