

**PROGRESS IN INTERNATIONAL READING LITERACY STUDY  
(PIRLS 2021) MAIN STUDY RECRUITMENT AND DATA COLLECTION**

**OMB# 1850-0645 v.15**

**APPENDIX C1:  
PIRLS 2021 Main Study Questionnaires (U.S.-adapted Versions)**

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

**November 2020**

# **APPENDIX C1: PIRLS 2021 MAIN STUDY QUESTIONNAIRES (U.S.-adapted Versions)**

## **APPENDIX C1 TABLE OF CONTENTS**

A. School Questionnaire for the 2021 Main Study (US).....	C03
B. Teacher Questionnaire for the 2021 Main Study (US).....	C24
C. Student Questionnaire (Bridge study version) for the 2021 Main Study (US).....	C50
C. Student Questionnaire (digitalPIRLS version) for the 2021 Main Study (US).....	C74

The International Association for the Evaluation of Education Achievement (IEA) has released the final international versions of the PIRLS 2021 main study questionnaires, and has reviewed and approved the adaptations made by individual countries, including to the U.S. versions of the main study questionnaires. This Appendix C1 provides the final U.S. versions of the PIRLS 2021 main study questionnaires to be administered in fall 2021 (consisting of the final international versions with the U.S. adaptations proposed by NCES to the IEA. The student questionnaire will be administered both in a paper version for the bridge study and in the assessment player for digitalPIRLS. Both versions are included in this appendix.



Identification Label

PROGRESS IN INTERNATIONAL READING LITERACY STUDY

# School Questionnaire

## Grade 5

**National Center for Education Statistics  
Institute of Education Sciences  
Potomac Center Plaza  
550 12th Street, SW  
Washington, D.C. 20202, USA**

*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).*

*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 35 minutes per principal, 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 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, Institute of Education Sciences, Potomac Center Plaza, 550 12th Street, SW, Washington, D.C. 20202.*

OMB No. 1850-0645, Approval Expires 05/31/2023.



© IEA, 2020

Your school has agreed to participate in PIRLS 2021 (Progress in International Reading Literacy Study), an educational research project sponsored by the IEA (International Association for the Evaluation of Educational Achievement). PIRLS measures trends in student achievement in reading and studies differences in national education systems in more than 60 countries in order to help improve teaching and learning worldwide.

This questionnaire is addressed to school principals and department heads who are asked to supply information about their schools. Since your school has been selected as part of a nationwide sample, your responses are very important in helping to describe primary/elementary education in the United States.

It is important that you answer each question carefully so that the information provided reflects the situation in your school as accurately as possible. Some of the questions will require that you look up school records, so you may wish to arrange for the assistance of another staff member to help provide this information.

Since PIRLS is an international study and all countries are using the same questionnaire, you may find that some of the questions seem unusual or are not entirely relevant to you or schools in the United States. Nevertheless, it is important that you do your best to answer all of the questions so comparisons can be made across countries in the study.

NCES is authorized to collect 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 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 35 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, Institute of Education Sciences, Potomac Center Plaza, 550 12th Street, SW, Washington, D.C. 20202.

Thank you.

**School Enrollment and Characteristics**

1

What is the total enrollment of students in your school as of October 1, 2021?

\_\_\_\_\_ students  
 Type in the number.

2

What is the enrollment of fifth-grade students in your school as of October 1, 2021?

\_\_\_\_\_ students  
 Type in the number.

3

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

Click *one* circle for each row.

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

4

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

Click *one* circle only.

- |               |                       |
|---------------|-----------------------|
| More than 90% | <input type="radio"/> |
| 76 to 90%     | <input type="radio"/> |
| 51 to 75%     | <input type="radio"/> |
| 26 to 50%     | <input type="radio"/> |
| 25% or less   | <input type="radio"/> |

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

- |           |                       |
|-----------|-----------------------|
| 0%        | <input type="radio"/> |
| 1 to 5%   | <input type="radio"/> |
| 6 to 10%  | <input type="radio"/> |
| 11 to 25% | <input type="radio"/> |
| 26 to 50% | <input type="radio"/> |
| 51 to 75% | <input type="radio"/> |
| 76 to 90% | <input type="radio"/> |
| Over 90%  | <input type="radio"/> |

## 5

**A. How many people live in the city, town, or area where your school is located?***Click one circle only.*

- |                           |                       |
|---------------------------|-----------------------|
| More than 500,000 people  | <input type="radio"/> |
| 100,001 to 500,000 people | <input type="radio"/> |
| 50,001 to 100,000 people  | <input type="radio"/> |
| 30,001 to 50,000 people   | <input type="radio"/> |
| 15,001 to 30,000 people   | <input type="radio"/> |
| 3,001 to 15,000 people    | <input type="radio"/> |
| 3,000 people or fewer     | <input type="radio"/> |

**B. Which best describes the immediate area in which your school is located?***Click one circle only.*

- |   |                       |
|---|-----------------------|
| Urban—Densely populated                       | <input type="radio"/> |
| Suburban—On fringe or outskirts of urban area | <input type="radio"/> |
| Medium size city or large town                | <input type="radio"/> |
| Small town or village                         | <input type="radio"/> |
| Remote rural                                  | <input type="radio"/> |

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

- |        |                       |
|--------|-----------------------|
| High   | <input type="radio"/> |
| Medium | <input type="radio"/> |
| Low    | <input type="radio"/> |

6

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

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

7

**Around the first of October 2021, what percentage of students at this school were eligible to receive free or reduced-price lunches through the National School Lunch Program?**

\_\_\_\_\_ percentage of students  
*Type in the number.*



## Instructional Time

8

---

For the fifth-grade students in your school:

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

\_\_\_\_\_ days

*Type in the number.*

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

\_\_\_\_\_ minutes

*Type in the number of minutes per day.*

*Please convert the number of hours into minutes.*

C. In one calendar week, how many days is the school open for instruction?

*Click **one** circle only.*

- |            |                       |
|------------|-----------------------|
| 6 days     | <input type="radio"/> |
| 5 1/2 days | <input type="radio"/> |
| 5 days     | <input type="radio"/> |
| 4 1/2 days | <input type="radio"/> |
| 4 days     | <input type="radio"/> |
| Other      | <input type="radio"/> |

## Resources and Technology

### 9

---

A. Does your school have a school library?

*Click one circle only.*

Yes

No

(If No, go to question #10)

If Yes,

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

*Click one circle only.*

2,000 books or fewer

More than 2,000 books

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

*Click one circle only.*

Yes

No

### 10

---

Does your school provide students access to digital learning resources (e.g., books, videos)?

*Click one circle only.*

Yes

No

11

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

\_\_\_\_\_ computers  
*Type in the number.*

12

**How much is your school’s capacity to provide instruction affected by a shortage or inadequacy of the following?**

*Click one circle for each row.*

Not at all  
 A little  
 Some  
 A lot

**A. General School Resources**

- a) Instructional materials (e.g., textbooks)      A—A—A—A
- b) Supplies (e.g., papers, pencils, materials)      A—A—A—A
- c) School buildings and grounds      A—A—A—A
- d) Heating/cooling and lighting systems      A—A—A—A
- e) Instructional space (e.g., classrooms)      A—A—A—A
- f) Technologically competent staff      A—A—A—A
- g) Technology and media resources to support teaching      A—A—A—A
- h) Technology and media resources to support student learning and expression      A—A—A—A
- i) Resources for students with learning disabilities      A—A—A—A
- j) Internet connection      A—A—A—A

**B. Resources for Reading Instruction**

- a) Teachers with a specialization in reading      A—A—A—A
- b) Computer software/applications for reading instruction      A—A—A—A

c) Library resources (books, ebooks, magazines, etc.) A——A——A——A

d) Instructional materials for reading (e.g.,  
reading series, textbooks) A——A——A——A

## School Emphasis on Academic Success

13

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

Click **one** circle for each row.

Very high  
 High  
 Medium  
 Low  
 Very low

a) Teachers' understanding of the school's curricular goals

A — A — A — A — A

b) Teachers' degree of success in implementing the school's curriculum

A — A — A — A — A

c) Teachers' expectations for student achievement

A — A — A — A — A

d) Teachers' ability to inspire students

A — A — A — A — A

e) Collaboration between school leadership and teachers to plan instruction

A — A — A — A — A

f) Parental involvement in school activities

A — A — A — A — A

g) Parental commitment to ensure that students are ready to learn

A — A — A — A — A

h) Parental expectations for student achievement

A — A — A — A — A

i) Parental support for student achievement

A — A — A — A — A

j) Students' desire to do well in school

A — A — A — A — A

k) Students' ability to reach school's academic goals

A — A — A — A — A

l) Students' respect for  
classmates who excel academically

A——A——A——A——A

## School Discipline and Safety

14

To what degree is each of the following a problem among fifth-grade students in your school?

Click *one* circle for each row.

Not a problem

Minor problem

Moderate problem

Serious problem

- |  |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| a) Arriving late at school   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Absenteeism (i.e.,<br>unjustified absences)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Classroom disturbance   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) Cheating  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) Profanity   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) Vandalism   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g) Theft   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h) Intimidation or verbal abuse<br>among students (including<br>texting, emailing, etc.)       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i) Physical fights among<br>students   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j) Intimidation or verbal abuse<br>of teachers or staff (including<br>texting, emailing, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## Teachers in Your School

15

In your school, are any of the following used to evaluate the practice of fifth-grade teachers?

Click **one** circle for each row.

Yes

No

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



## Students' Literacy Readiness

16

---

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?

*Click **one** circle only.*

Less than 25%

25 -50%

51 -75%

More than 75%

# Reading in Your School

17

At which grade do the following reading skills and strategies **first** receive a **major emphasis** in instruction in your school?

Click **one** circle for each row.

First grade or earlier

Second grade

Third grade

Fourth grade

Fifth grade

Not in these grades

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

## Principal Experience and Education

18

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

\_\_\_\_\_ years

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

19

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

\_\_\_\_\_ years

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

20

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

Click **one** circle only.

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

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

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

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

**Do you hold the following qualifications or credentials in educational leadership?***Click **one** circle for each row.***Yes****No**

a) 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.)

 —

## COVID-19 Pandemic

### 22

Please estimate the number of weeks during the current academic year where normal primary/elementary school operations have been affected by the COVID-19 pandemic.

*Click one circle only.*

- |   |                       |
|---|-----------------------|
| Normal primary/elementary school operations have not been affected by the COVID-19 pandemic | <input type="radio"/> |
| Less than two weeks of instruction  | <input type="radio"/> |
| Two weeks to four weeks of instruction  | <input type="radio"/> |
| Five weeks to eight weeks of instruction  | <input type="radio"/> |
| More than eight weeks of instruction  | <input type="radio"/> |

### 23

Does your school provide remote instruction or distance learning resources for primary/elementary grades when normal school operations are affected by the COVID-19 pandemic?

*Click one circle only.*

- |                |                       |
|----------------|-----------------------|
| Yes            | <input type="radio"/> |
| No             | <input type="radio"/> |
| Does not apply | <input type="radio"/> |

**(If No, or Does not apply, thank you for completing this questionnaire)**

### 24

When normal primary/elementary school operations are affected by the COVID-19 pandemic, does your school support remote learning through the following?

*Click one circle for each row.*

- |   |                       |       |                       |
|---|-----------------------|-------|-----------------------|
|   | Yes                   |       | No                    |
| a) Delivery of printed learning materials to students | <input type="radio"/> | _____ | <input type="radio"/> |
| b) Internet-based resources for students              | <input type="radio"/> | _____ | <input type="radio"/> |

- |   |      |
|---|------|
| c) Access to digital devices for students                               | A——A |
| d) Recommendations for teachers about how to provide online instruction | A——A |
| e) Technical support for teachers                                       | A——A |
| f) Access to digital devices for teachers                               | A——A |

# Thank You

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

# Grade 5



© IEA, 2020



Identification Label

PROGRESS IN INTERNATIONAL READING LITERACY STUDY

# Teacher Questionnaire

## Grade 5

**National Center for Education Statistics  
Institute of Education Sciences  
Potomac Center Plaza  
550 12th Street, SW  
Washington, D.C. 20202, USA**

*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).*

*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 30 minutes per teacher, 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 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, Institute of Education Sciences, Potomac Center Plaza, 550 12th Street, SW, Washington, D.C. 20202.*

OMB No. 1850-0645, Approval Expires 05/31/2023.



## IEA 2020

Your school has agreed to participate in PIRLS 2021 (Progress in International Reading Literacy Study), an educational research project sponsored by the IEA (International Association for the Evaluation of Educational Achievement). PIRLS measures trends in student achievement in reading and studies differences in national



education systems in more than 60 countries in order to help improve teaching and learning worldwide.

This questionnaire is addressed to teachers of fifth-grade students, and seeks information about teachers' academic and professional backgrounds, classroom resources, instructional practices, and attitudes toward teaching. Since your class has been selected as part of a nationwide sample, your responses are very important in helping to describe primary/elementary education in the United States.

Some of the questions in the questionnaire refer to the "**PIRLS class**" or "**this class**." This is the class that is identified on the front of this booklet, and which will be tested as part of PIRLS in your school. If you teach some but not all of the students in the PIRLS class, please think only of the students that you teach when answering these class-specific questions. It is important that you answer each question carefully so that the information that you provide reflects your situation as accurately as possible.

Since PIRLS is an international study and all countries are using the same questionnaire, you may find that some of the questions seem unusual or are not entirely relevant to you or schools in the United States. Nevertheless, it is important that you do your best to answer all of the questions so comparisons can be made across countries in the study.

NCES is authorized to collect 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 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 30 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, Institute of Education Sciences, Potomac Center Plaza, 550 12th Street, SW, Washington, D.C. 20202.

Thank you.

## About You

1

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

\_\_\_\_\_ years

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

2

Which of these describes you?

Click **one** circle only.

Female

Male

Other

3

How old are you?

Click **one** circle only.

Under 25

25–29

30–39

40–49

50–59

60 or more

4

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

Click **one** circle only.

Did not complete high school

Completed high school

**(If you have not completed more than high school, go to question #6)**

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

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

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

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

5

**A. During your college or university education, what was your major or main area(s) of study?**

Click **one** circle for each row.

**Yes**

**No**

a) Education—Primary/Elementary

b) Education—Secondary

c) English

d) Other

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

Click **one** circle for each row.

**Not at all**

**Overview or introduction to topic**

**It was an area of emphasis**

a) English

b) Literature

c) Pedagogy/teaching reading

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

A——A——A

k) Digital literacies

A——A——A

6

**How often do you read for enjoyment?***Click **one** circle only.*

Every day or almost every day

A

Once or twice a week

A

Once or twice a month

A

Never or almost never

A

7

**A. In the past two years, have you participated in formal professional development in reading (e.g., workshops, seminars, lesson studies)?***Click **one** circle for each row.***Yes****No**a) Teaching reading  
comprehension skills  
or strategies

A——A

b) Integrating literacies  
across the curriculum

A——A

c) Addressing students'  
language needs in  
teaching reading

A——A

d) Integrating technology  
into reading instruction

A——A

e) Instruction related to  
digital literacies

A——A

f) Addressing differentiation  
of instruction for students'  
needs and interests

A——A

g) Assessing students'  
reading

A——A

**B. How would you prioritize your need for future professional development?**

Click **one** circle for each row.

**High**  
**Medium**  
**Low**

- a) Teaching reading comprehension skills or strategies A\_\_\_\_\_A\_\_\_\_\_A
- b) Integrating literacies across the curriculum A\_\_\_\_\_A\_\_\_\_\_A
- c) Addressing students' language needs in teaching reading A\_\_\_\_\_A\_\_\_\_\_A
- d) Integrating technology into reading instruction A\_\_\_\_\_A\_\_\_\_\_A
- e) Instruction related to digital literacies A\_\_\_\_\_A\_\_\_\_\_A
- f) Addressing differentiation of instruction for students' needs and interests A\_\_\_\_\_A\_\_\_\_\_A
- g) Assessing students' reading A\_\_\_\_\_A\_\_\_\_\_A

8

**How helpful is each type of professional development?**

Click **one** circle for each row.

**Helpful**  
**Somewhat helpful**  
**Not helpful**

- a) Workshops A\_\_\_\_\_A\_\_\_\_\_A
- b) Seminars A\_\_\_\_\_A\_\_\_\_\_A

c) Access to a mentor  
(e.g., literacy coach)

d) Teacher professional  
learning communities

e) Online professional  
development

9

**To what extent are each of these a disincentive to participate in professional development?**

Click **one** circle for each row.

**Not at all**

**Some**

**A lot**

a) Financial costs

b) Time conflicts

c) Content is not relevant

d) Lack of support from  
school administrators

## School Emphasis on Academic Success

10

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

Click **one** circle for each row.

Very high  
 High  
 Medium  
 Low  
 Very low

- 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

A—A—A—A—A



# School Environment

11

Thinking about your current school, indicate the extent to which you agree or disagree with each of the following statements.

Click **one** circle for each row.

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

- a) This school is located in a safe neighborhood A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_
- b) I feel safe at this school A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_
- c) This school's security policies and practices are sufficient A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_
- d) The students behave in an orderly manner A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_
- e) The students are respectful of the teachers A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_
- f) The students respect school property A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_
- g) This school has clear rules about student conduct A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_
- h) This school's rules are enforced in a fair and consistent manner A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_
- i) The students are respectful of each other A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_

# About Being a Teacher

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

Click **one** circle for each row.

**Very often**

**Often**

**Sometimes**

**Never or  
almost never**

a) I am content with my  
profession as a teacher

b) I find my work full of  
meaning and purpose

c) I am enthusiastic  
about my job

d) My work inspires me

e) I am proud of the work I do

f) I feel appreciated as  
a teacher

## About Teaching Reading to the PIRLS Class

13

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

\_\_\_\_\_ students  
*Type in the number.*

**B. How many of the students in question #13a are in fifth grade?**

\_\_\_\_\_ fifth-grade students  
*Type in the number.*

14

**A. How many fifth-grade students experience difficulties understanding spoken English?**

\_\_\_\_\_ students in this class  
*Type in the number.*

**B. How many fifth-grade students experience difficulties in reading?**

\_\_\_\_\_ students in this class  
*Type in the number.*

15

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

*Click **one** circle for each row.*

**Not at all**

**Some**

**A lot**

a) Students lacking prerequisite knowledge or skills

\_\_\_\_\_  \_\_\_\_\_

b) Students suffering from lack of basic nutrition

\_\_\_\_\_  \_\_\_\_\_

c) Students suffering from not enough sleep

\_\_\_\_\_  \_\_\_\_\_

d) Students absent from class

\_\_\_\_\_  \_\_\_\_\_

- e) Disruptive students A——A——A
- f) Uninterested students A——A——A
- g) Students with mental,  
emotional, or psychological  
impairment A——A——A
- h) Students needing extra  
support in reading A——A——A

16

**In a typical week, how much time do you spend on English language instruction and/or activities with the students?**

*Include instruction or activities in reading, writing, speaking, listening, literature, and other language skills.*

\_\_\_\_\_ minutes per week

*Type in the number of minutes per week.*

*Please convert the number of hours into minutes.*

17

**Regardless of whether or not you have formally scheduled time for reading instruction, in a typical week about how much time do you spend on reading instruction and/or activities with the students?**

*Include things you do across curriculum areas and during formally scheduled time for reading instruction.*

\_\_\_\_\_ minutes per week

*Type in the number of minutes per week.*

*Please convert the number of hours into minutes.*

18

**When you have reading instruction and/or do reading activities, how often do you organize students in the following ways?**

*Click **one** circle for each row.*

**Always or almost always**

Often

Sometimes

Never

- a) I teach reading as a whole-class activity A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_A
- b) I create same-ability groups A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_A
- c) I create mixed-ability groups A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_A
- d) I use individualized instruction for reading A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_A
- e) Students work independently on an assigned plan or goal A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_A

**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)?**

*Click **one** circle for each row.*

**Every day or almost every day**

**Once or twice a week**

**Once or twice a month**

**Never or almost never**

**A. Literary Reading Materials**

- a) Short stories (e.g., fables, fairy tales, action stories, science fiction, detective stories) A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_A
- b) Longer fiction books with chapters A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_A
- c) Plays A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_A
- d) Poems/poetry A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_A

**B. Informational Reading Materials**

- a) Nonfiction subject area books or textbooks A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_A
- b) Longer nonfiction books with chapters A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_A
- c) Nonfiction articles that

describe and explain about things, people, events, or how things work (e.g., newspaper articles, brochures)

A — A — A — A

d) Non-continuous texts (e.g., diagrams, maps, illustrations, photographs, tables)

A — A — A — A

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

*Click one circle for each row.*

**Every day or almost every day**

**Once or twice a week**

**Once or twice a month**

**Never or almost never**

a) Read aloud to students

A — A — A — A

b) Ask students to read aloud

A — A — A — A

c) Ask students to read silently on their own

A — A — A — A

d) Teach students strategies for decoding sounds and words

A — A — A — A

e) Teach students new vocabulary systematically

A — A — A — A

f) Provide opportunities for students to develop fluency

A — A — A — A

g) Teach or model skimming or scanning strategies

A — A — A — A

h) Teach digital literacy skills (e.g., read, write, and communicate using digital tools and media)

A — A — A — A

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

*Click one circle for each row.*

- Every or almost every lesson**
- About half the lessons**
- Some lessons**
- Never**

- a) Provide reading materials that match the students' interests A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_
- b) Provide materials that are appropriate for the reading levels of individual students A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_
- c) Link new content to students' prior knowledge A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_
- d) Encourage students to deepen their understandings of the text A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_
- e) Encourage student discussions of texts A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_
- f) Encourage students to challenge the opinion expressed in the text A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_
- g) Encourage students to read texts with multiple perspectives A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_
- h) Give students time to read books of their own choosing A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_
- i) Give individualized feedback to each student A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_

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

*Click one circle for each row.*

- Every day or almost every day**
- Once or twice a week**
- Once or twice a**

month

Never or  
almost never

- a) Locate information within the text A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_A
- b) Identify the main ideas of what they have read A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_A
- c) Explain or support their understanding with text evidence A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_A
- d) Compare what they have read with experiences they have had A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_A
- e) Compare what they have read with other things they have read A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_A
- f) Make predictions about what will happen next in the text they are reading A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_A
- g) Make generalizations and draw inferences based on what they have read A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_A
- h) Evaluate and critique the style or structure of the text they have read A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_A
- i) Determine the author's perspective or intention A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_A
- j) Self-monitor their reading (e.g., recognize when they don't understand) A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_A
- k) Determine if a website is useful for a specific purpose A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_A
- l) Evaluate the credibility of a website A\_\_\_\_\_A\_\_\_\_\_A\_\_\_\_\_A

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

*Click **one** circle for each row.*



Every day or almost every day

Once or twice a week

Once or twice a  
month

Never or  
almost never

a) Write something about or  
in response to what they  
have read

A——A——A——A

b) Answer oral questions  
about or orally summarize  
what they have read

A——A——A——A

c) Talk with each other about  
what they have read

A——A——A——A

d) Take a written quiz or test  
about what they have read

A——A——A——A

e) Create a multi-modal  
response (e.g., image, audio,  
text, video, performance)

A——A——A——A

## Computer and Library Resources

24

**A. Do the students in this class ever have digital devices (desktop computers, laptops, or tablets) available to use during reading instruction?**

*Click **one** circle only.*

Yes

No

**(If No, go to question #25)**

**If Yes,**

**B. What access do the students have to digital devices?**

*Click **one** circle for each row.*

**Yes**

**No**

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

**C. When doing reading activities with the whole class, how often do you have students use digital devices?**

*Click **one** circle only.*

At least once a week

Once or twice a month

A few times a year

Never or almost never

**(continued)**

24

**D. In addition, how often do you have specific groups of students do personalized reading activities using digital devices?**

Click *one* circle for each row.

**Often**  
**Sometimes**  
**Never**

- a) Low-performing students
- b) High-performing students
- c) Students with special needs

**E. During reading instruction, how often do you have students use digital devices to do the following?**

Click *one* circle for each row.

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

- a) Read digital texts
- b) Look up facts and definitions
- c) Do a research project on a particular topic or problem
- d) Write stories or other texts
- e) Create a presentation or communication (e.g., video)

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

Click *one* circle only.

- Yes

No

(If No, go to question #26)

**If Yes,**

**B. About how many books with different titles are in your classroom library?**

*Click one circle only.*

0–25

26–50

51–100

More than 100

**C. About how many magazines with different titles are in your classroom library?**

*Click one circle only.*

0

1–2

3–5

More than 5

**D. How often do you give the students in your class time to use the classroom library or reading corner?**

*Click one circle only.*

Every day or almost every day

Once or twice a week

Once or twice a month

Never or almost never

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

*Click one circle only.*

Yes

No

**How often do you take or send the students to the school or local library?**

*Click **one** circle only.*

- |                               |                       |
|-------------------------------|-----------------------|
| At least once or twice a week | <input type="radio"/> |
| Once or twice a month         | <input type="radio"/> |
| A few times a year            | <input type="radio"/> |
| Never or almost never         | <input type="radio"/> |

## Reading Homework

27

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

*Click one circle only.*

I do not assign reading  
for homework

\_\_\_\_\_

**(Go to question #30)**

Less than once a week

1 or 2 times a week

3 or 4 times a week

Every day

28

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

*Click one circle only.*

15 minutes or less

16–30 minutes

31–60 minutes

More than 60 minutes

29

How often do you do the following with the reading homework assignments for this class?

*Click one circle for each row.*

**Always or almost always**

**Sometimes**

**Never or  
almost never**

a) Correct assignments and give feedback to students

A——A——A

b) Discuss the homework in class

A——A——A

c) Monitor whether or not the homework was completed

A——A——A

## Assessing Reading

30

How much importance do you place on the following assessment strategies in reading?

Click **one** circle for each row.

**A lot**

**Some**

**None**

- |  |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|
| a) Observing students as they work                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Asking students to answer questions during class      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Short, regular written assessments (paper or digital) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) Longer tests (e.g., unit tests or exams)              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) Long-term projects (e.g., reading logs)               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

31

About how often do students in this class take reading assessments on digital devices?

Click **one** circle only.

- |                        |                       |
|------------------------|-----------------------|
| More than once a month | <input type="radio"/> |
| Once a month           | <input type="radio"/> |
| Twice a year           | <input type="radio"/> |
| Once a year            | <input type="radio"/> |
| Never                  | <input type="radio"/> |



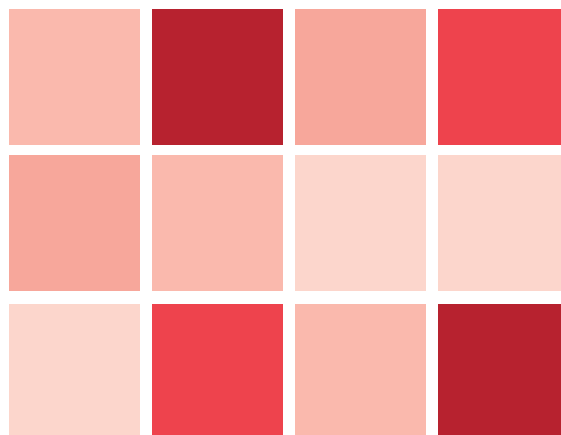
# Thank You

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

**Grade 5**



© IEA, 2020



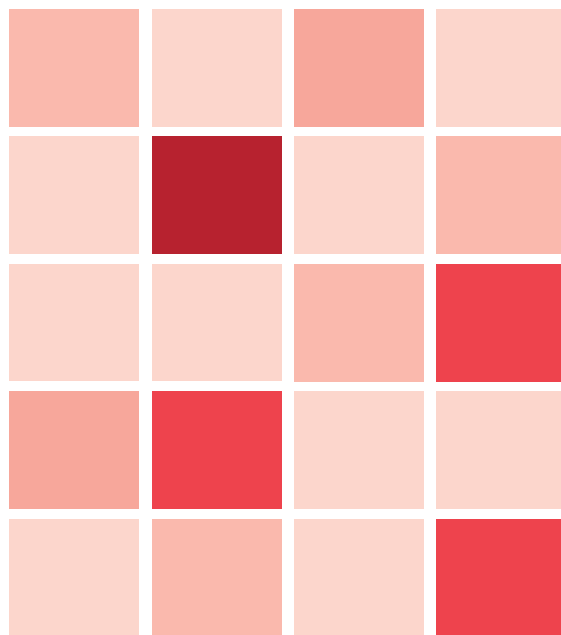
PROGRESS IN INTERNATIONAL READING LITERACY STUDY

# Student Questionnaire

## Grade 5

National Center for Education Statistics

Institute of Education Sciences  
Potomac Center Plaza  
550 12th Street, SW  
Washington, D.C. 20202, USA



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).

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 35 minutes per student, including the time to review instructions, 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 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, Institute of Education Sciences, Potomac Center Plaza, 550 12th Street, SW, Washington, D.C. 20202.

OMB No. 1850-0645, Approval Expires 05/31/2023



IEA

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



# Directions

In this booklet, you will find questions about you and what you think. For each question, you should choose the answer you think is best.

Let us take a few minutes to practice the kinds of questions you will answer in this booklet.

Example 1 is one kind of question you will find in this booklet.

## Example 1

Do you go to school?

*Fill in **one** circle only.*

Yes -- ①

No -- ②

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

## Example 2

How often do you do these things?

*Fill in **one** circle for each row.*

	Every day or almost every day	Once or twice a week	Once or twice a month	Never or almost never
	↓	↓	↓	↓
a) I talk with my friends. ....	① _____	② _____	③ _____	④ _____
b) I play sports. ....	① _____	② _____	③ _____	④ _____
c) I ride a skateboard. ....	① _____	② _____	③ _____	④ _____

Example 3 is another kind of question you will find in this booklet.

## Example 3

What do you think? Tell how much you agree with these statements.

Fill in **one** circle for each row.

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
	↓	↓	↓	↓
a) Watching movies is fun.....	① _____	② _____	③ _____	④ _____
b) I like eating ice cream. ....	① _____	② _____	③ _____	④ _____
c) I do not like waking up early. ....	① _____	② _____	③ _____	④ _____
d) I enjoy doing chores. ....	① _____	② _____	③ _____	④ _____

- Read each question carefully, and pick the answer you think is best.
- Fill in the circle next to or under your answer.
- If you decide to change your answer, completely erase your first answer. Then, fill in the circle next to or under your new answer.
- Ask for help if you do not understand something or are not sure how to answer.

1

---

**A. Which of these describes you?**

*Fill in **one** circle only.*

Girl -- ①

Boy -- ②

Other -- ③

**B. Are you Hispanic or Latino?**

*Fill in **one** circle only.*

Yes, I am Hispanic or Latino. - ①

No, I am not Hispanic or Latino. -- ②

**C. Which of the following best describes you?**

*Fill in **one or more** circles.*

White -- ①

Black or African American -- ②

Asian -- ③

American Indian or Alaska Native -- ④

Native Hawaiian or other Pacific Islander -- ⑤

**2****When were you born?**

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

**a) Month**

January --- Ⓐ

February --- Ⓑ

March --- Ⓒ

April --- Ⓓ

May --- Ⓔ

June --- Ⓕ

July --- Ⓖ

August --- Ⓗ

September --- Ⓘ

October --- Ⓝ

November --- Ⓚ

December --- Ⓛ

**b) Year**

2008 --- ①

2009 --- ②

2010 --- ③

2011 --- ④

2012 --- ⑤

2013 --- ⑥

2014 --- ⑦

Other --- ⑧

## 3

## A. How often do you speak English at home?

Fill in **one** circle only.

I always speak English at home. -- ① *If **Always**, please go to question #4* →

I almost always speak English at home. -- ②

I sometimes speak English and sometimes speak another language at home. -- ③

I never speak English at home. -- ④

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

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

Fill in **one** circle only.

Spanish -- ①

Other -- ② Please specify \_\_\_\_\_

# 4

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

*Fill in **one** circle only.*

None or very few (0–10 books) -- ①

This shows 10 books



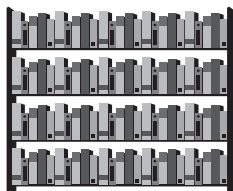
Enough to fill one shelf (11–25 books) -- ②

This shows 25 books



Enough to fill one bookcase (26–100 books) -- ③

This shows 100 books



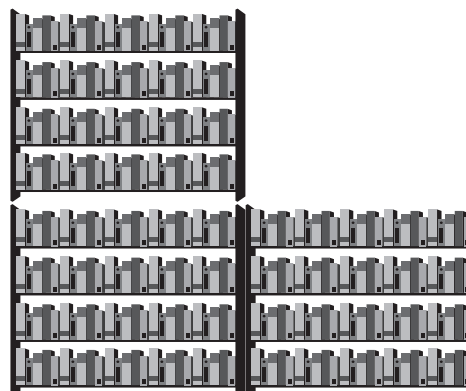
Enough to fill two bookcases (101–200 books) -- ④

This shows 200 books



Enough to fill three or more bookcases (more than 200) -- ⑤

This shows more than 200 books





**5****A. About how often are you absent from school?**

*Fill in **one** circle only.*

- Once a week -- ①
- Once every two weeks -- ②
- Once a month -- ③
- Once every two months -- ④
- Never or almost never -- ⑤

**B. How many days were you absent from school in the last month?**

*Fill in **one** circle only.*

- None -- ①
- 1 or 2 days -- ②
- 3 or 4 days -- ③
- 5 to 10 days -- ④
- More than 10 days -- ⑤

**6****Have you ever repeated a grade in elementary school?**

*Fill in **one** circle only.*

- Yes -- ①
- No -- ②

# 7

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

*Fill in **one** circle for each row.*

	Every day	Almost every day	Sometimes	Never
a) I feel tired. ....	↓ ①	↓ ②	↓ ③	↓ ④
b) I feel hungry. ....	①	②	③	④

# 8

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

*Fill in **one** circle for each row.*

	No time	30 minutes or less	More than 30 minutes
a) Finding and reading information .....	↓ ①	↓ ②	↓ ③
b) Preparing reports and presentations .....	①	②	③



# 9

## How much do you agree with these statements about using computers, tablets, or smartphones?

Fill in **one** circle for each row.

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
a) I am good at using a computer or tablet. ....	↓ ①	↓ ②	↓ ③	↓ ④
b) I am good at typing. ....	①	②	③	④
c) It is easy for me to find information on the Internet. ....	①	②	③	④
d) I know how to create written stories or reports. ....	①	②	③	④
e) I know how to create presentations. ....	①	②	③	④
f) I can recognize a website that is useful to me. ....	①	②	③	④
g) I can tell if a website is trustworthy. ....	①	②	③	④
h) I know how to make and share a video. ....	①	②	③	④

## 10

What do you think about your school? Tell how much you agree with these statements.

Fill in **one** circle for each row.

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
a) I like being in school. ....	①	②	③	④
b) I feel safe when I am at school. ....	①	②	③	④
c) I feel like I belong at this school. ...	①	②	③	④
d) Teachers at my school are fair to me. ....	①	②	③	④
e) I am proud to go to this school. ....	①	②	③	④
f) I have friends at this school. ....	①	②	③	④



# 11

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

*Fill in **one** circle for each row.*

	At least once a week	Once or twice a month	A few times a year	Never
a) Made fun of me or called me names -----	↓ ①	↓ ②	↓ ③	↓ ④
b) Left me out of their games or activities -----	①	②	③	④
c) Spread lies about me -----	①	②	③	④
d) Stole something from me -----	①	②	③	④
e) Damaged something of mine on purpose -----	①	②	③	④
f) Hit or hurt me (e.g., shoving, hitting, kicking) -----	①	②	③	④
g) Made me do things I didn't want to do -----	①	②	③	④
h) Sent me nasty or hurtful messages online -----	①	②	③	④
i) Shared nasty or hurtful information about me online -----	①	②	③	④
j) Threatened me -----	①	②	③	④

## 12

Think about the reading you do for school. How much do you agree with these statements about your reading lessons?

Fill in **one** circle for each row.

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
a) I like what I read about in school. --	①	②	③	④
b) My teacher gives me interesting things to read. -----	①	②	③	④
c) I know what my teacher expects me to do. -----	①	②	③	④
d) My teacher is easy to understand. -	①	②	③	④
e) I am interested in what my teacher says. -----	①	②	③	④
f) My teacher encourages me to say what I think about what I have read. -----	①	②	③	④
g) My teacher lets me show what I have learned. -----	①	②	③	④
h) My teacher does a variety of things to help us learn. -----	①	②	③	④
i) My teacher tells me how to do better when I make a mistake. -----	①	②	③	④

# 13

How often do these things happen during your reading lessons?

Fill in **one** circle for each row.

	Every or almost every lesson	About half the lessons	Some lessons	Never
a) Students don't listen to what the teacher says. ....	↓	↓	↓	↓
	①	②	③	④
b) There is too much noise for students to work well. ....	①	②	③	④
c) My teacher has to wait a long time for students to be quiet. ....	①	②	③	④
d) Students interrupt the teacher. ....	①	②	③	④
e) My teacher has to keep telling us to follow the classroom rules. ....	①	②	③	④

# 14

In school, how often do these things happen?

Fill in **one** circle for each row.

	Every day or almost every day	Once or twice a week	Once or twice a month	Never or almost never
a) I read silently on my own. ....	↓	↓	↓	↓
	①	②	③	④
b) I read things that I choose myself. -	①	②	③	④
c) My teacher asks us in class to talk about what we have read. ....	①	②	③	④

## 15

---

**How often do you borrow books (including ebooks) from your school or local library?**

*Fill in **one** circle only.*

- At least once a week -- ①
- Once or twice a month -- ②
- A few times a year -- ③
- Never or almost never -- ④





16

How much time do you spend reading outside of school on a normal school day?

Fill in **one** circle only.

Less than 30 minutes -- ①

30 minutes up to 1 hour -- ②

From 1 hour up to 2 hours -- ③

2 hours or more -- ④

17

How often do you do these things outside of school?

Fill in **one** circle for each row.

Every day  
or almost  
every day

Once or  
twice a  
week

Once or  
twice a  
month

Never or  
almost  
never

a) I read for fun. ----- ① ----- ② ----- ③ ----- ④

b) I read to find out about things I  
want to learn. ----- ① ----- ② ----- ③ ----- ④

# What You Think About Reading

18

What do you think about reading? Tell how much you agree with each of these statements.

Fill in **one** circle for each row.

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
a) I like talking about what I read with other people. ....	↓ ①	↓ ②	↓ ③	↓ ④
b) I would be happy if someone gave me a book as a present. ....	①	②	③	④
c) I think reading is boring. ....	①	②	③	④
d) I would like to have more time for reading. ....	①	②	③	④
e) I enjoy reading. ....	①	②	③	④
f) I learn a lot from reading. ....	①	②	③	④
g) I like to read things that make me think. ....	①	②	③	④
h) I like it when a book helps me imagine other worlds. ....	①	②	③	④



## 19

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

Fill in **one** circle for each row.

- |  | Agree<br>a lot | Agree<br>a little | Disagree<br>a little | Disagree<br>a lot |
|--|----------------|-------------------|----------------------|-------------------|
| a) I usually do well in reading. ....                            | ↓<br>①         | ↓<br>②            | ↓<br>③               | ↓<br>④            |
| b) Reading is easy for me. ....                                  | ①              | ②                 | ③                    | ④                 |
| c) I have trouble reading stories with difficult words. ....     | ①              | ②                 | ③                    | ④                 |
| d) Reading is harder for me than for many of my classmates. .... | ①              | ②                 | ③                    | ④                 |
| e) Reading is harder for me than any other subject. ....         | ①              | ②                 | ③                    | ④                 |
| f) I am just not good at reading. ....                           | ①              | ②                 | ③                    | ④                 |

## 20

How hard was this test compared to most other tests you have taken this year in school?

Fill in **one** circle only.

- Easier than other tests -- ①
- About as hard as other tests -- ②
- Harder than other tests -- ③
- Much harder than other tests -- ④

**21**

**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?**

*Fill in **one** circle only.*

- Not as hard as on other tests -- ①
- About as hard as on other tests -- ②
- Harder than on other tests -- ③
- Much harder than on other tests -- ④

**22**

**How important was it to you to do well on this test?**

*Fill in **one** circle only.*

- Not very important -- ①
- Somewhat important -- ②
- Important -- ③
- Very important -- ④

# Activities Outside of School

## 23

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

Fill in **one** circle for each row.

- |   | Yes     | No      |
|---|---------|---------|
|   | ↓       | ↓       |
| a) Do you play on a sports team outside of school? .....  | ① _____ | ② _____ |
| b) Do you often play a musical instrument outside of school? .....                                      | ① _____ | ② _____ |
| c) Are you studying something in a class outside of school? .....                                       | ① _____ | ② _____ |
| d) Do you belong to a club outside of school (like Boy/Girl Scouts, 4-H, or Boys and Girls Club)? ..... | ① _____ | ② _____ |



**Thank You!**

**Thank you for filling out the questionnaire!**









BOSTON COLLEGE

[pirls.bc.edu](http://pirls.bc.edu)



# Grade 5



**PIRLS MS 2021 Student Questionnaire (digitalPIRLS version)**A red login form with two input fields for username and password, and a "Log In" button. The form is centered on the page.

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).

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 35 minutes per student, including the time to review instructions, 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 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, Institute of Education Sciences, Potomac Center Plaza, 550 12th Street, SW, Washington, D.C. 20202.

OMB No. 1850-0645, Approval Expires 05/31/2023.



**STUDENT QUESTIONNAIRE**

A decorative graphic on the left side of the box, featuring a vertical red line with several circular icons connected to it. The icons include a globe, a child's face, a person, a landscape, and a building.

Please wait for the Test Administrator to give you the password.

Password for the Student Questionnaire:



Start →

00:00

PIRLS  
2021IEA TIMSS & PIRLS  
BOSTON COLLEGE

## Directions

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.

### Example 1

Do you go to school?

*Click **one** circle only.*

Yes	<input type="radio"/>
No	<input type="radio"/>



1/35



00:00

PIRLS  
2021IEA TIMSS & PIRLS  
BOSTON COLLEGE

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

## Example 2

How often do you do these things?

Click **one** circle for each row.

	Every day or almost every day	Once or twice a week	Once or twice a month	Never or almost never
<b>a)</b> I talk with my friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>b)</b> I play sports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>c)</b> I ride a skateboard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



2/35



00:00

PIRLS  
2021IEA TIMSS & PIRLS  
BOSTON COLLEGE

Example 3 is another kind of question you will find in this questionnaire.

### Example 3

What do you think? Click to show how much you agree with these statements.

Click **one** circle for each row.

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
<b>a)</b> Watching movies is fun.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>b)</b> I like eating ice cream.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>c)</b> I do not like waking up early.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>d)</b> I enjoy doing chores.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- Read each question carefully, and pick the answer you think is best.
- Click the circle next to or under your answer.
- Ask for help if you do not understand something or are not sure how to answer.
- You may change your answers at any time before submitting the questionnaire.



3/35



00:00

PIRLS  
2021

IEA TIMSS & PIRLS  
BOSTON COLLEGE

## About You

1A

Which of these describes you?

Click **one** circle only.

- Girl
- Boy
- Other



4/35



00:00

PIRLS  
2021

IEA TIMSS & PIRLS  
BOSTON COLLEGE

**1B** .....

Are you Hispanic or Latino?

*Click **one** circle only.*

- Yes, I am Hispanic or Latino.
- No, I am not Hispanic or Latino.



5/35





00:00

PIRLS  
2021



**1C** -----

Which of the following best describes you?

*Click one or more circles.*

- White
- Black or African American
- Asian
- American Indian or Alaska Native
- Native Hawaiian or other Pacific Islander



6/35



00:00

PIRLS  
2021IEA TIMSS & PIRLS  
BOSTON COLLEGE

2

When were you born?

*Click the circles next to the month and year you were born.***a) Month**

January	<input type="radio"/>
February	<input type="radio"/>
March	<input type="radio"/>
April	<input type="radio"/>
May	<input type="radio"/>
June	<input type="radio"/>
July	<input type="radio"/>
August	<input type="radio"/>
September	<input type="radio"/>
October	<input type="radio"/>
November	<input type="radio"/>
December	<input type="radio"/>

**b) Year**

2008	<input type="radio"/>
2009	<input type="radio"/>
2010	<input type="radio"/>
2011	<input type="radio"/>
2012	<input type="radio"/>
2013	<input type="radio"/>
2014	<input type="radio"/>
Other	<input type="radio"/>



7/35



00:00

PIRLS  
2021

IEA TIMSS & PIRLS  
BOSTON COLLEGE

**3A** -----

How often do you speak English at home?

Click **one** circle only.

- I always speak English at home.
- I almost always speak English at home.
- I sometimes speak English and sometimes speak another language at home.
- I never speak English at home.

If **Always**, you will be directed to question #4

If **Almost always, Sometimes, or Never**, you will be directed to question #3B



8/35



00:00

PIRLS  
2021

IEA TIMSS & PIRLS  
BOSTON COLLEGE

**3B** .....

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

*Click **one** circle only.*

Spanish	<input type="radio"/>
Other (Please Specify) <input type="text"/>	<input type="radio"/>



9/35



00:00

PIRLS  
2021

IEA TIMSS & PIRLS  
BOSTON COLLEGE

4

About how many books are there in your home? (Do not count magazines, newspapers, or your school books.)

Click **one** circle only.

None or very few (0-10 books)

This shows 10 books



Enough to fill one shelf  
(11-25 books)

This shows 25 books



Enough to fill one bookcase  
(26-100 books)

This shows 100 books



Enough to fill two bookcases  
(101-200 books)

This shows 200 books



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

This shows more than 200 books



10/35



00:00

PIRLS  
2021

IEA TIMSS & PIRLS  
BOSTON COLLEGE

### 5A

---

About how often are you absent from school?

*Click **one** circle only.*

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



11/35



00:00

PIRLS  
2021 IEA TIMSS & PIRLS  
BOSTON COLLEGE**5B** .....

How many days were you absent from school in the last month?

*Click **one** circle only.*

- |                   |                       |
|-------------------|-----------------------|
| None              | <input type="radio"/> |
| 1 or 2 days       | <input type="radio"/> |
| 3 or 4 days       | <input type="radio"/> |
| 5 to 10 days      | <input type="radio"/> |
| More than 10 days | <input type="radio"/> |



12/35



00:00

PIRLS  
2021

IEA TIMSS & PIRLS  
BOSTON COLLEGE

6

Have you ever repeated a grade in elementary school?

Click **one** circle only.

Yes	<input type="radio"/>
No	<input type="radio"/>



13/35





00:00

PIRLS  
2021

IEA TIMSS & PIRLS  
BOSTON COLLEGE

7

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

Click **one** circle for each row.

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



14/35



00:00

PIRLS  
2021

IEA TIMSS & PIRLS  
BOSTON COLLEGE

**8** -----

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

Click **one** circle for each row.

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

← 15/35 →

00:00

PIRLS  
2021IEA TIMSS & PIRLS  
BOSTON COLLEGE

9

How much do you agree with these statements about using computers, tablets, or smartphones?

Click **one** circle for each row.

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
<b>a)</b> I am good at using a computer or tablet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>b)</b> I am good at typing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>c)</b> It is easy for me to find information on the Internet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>d)</b> I know how to create written stories or reports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>e)</b> I know how to create presentations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Continued on next screen



16/35



00:00

PIRLS  
2021IEA TIMSS & PIRLS  
BOSTON COLLEGE

9 continued

How much do you agree with these statements about using computers, tablets, or smartphones?

Click **one** circle for each row.

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
<b>f)</b> I can recognize a website that is useful to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>g)</b> I can tell if a website is trustworthy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>h)</b> I know how to make and share a video.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



17/35



00:00

PIRLS  
2021IEA TIMSS & PIRLS  
BOSTON COLLEGE

## Your School

10

What do you think about your school? Click to show how much you agree with these statements.

Click **one** circle for each row.

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
<b>a)</b> I like being in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>b)</b> I feel safe when I am at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>c)</b> I feel like I belong at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>d)</b> Teachers at my school are fair to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>e)</b> I am proud to go to this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>f)</b> I have friends at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



18/35



00:00

PIRLS  
2021IEA TIMSS & PIRLS  
BOSTON COLLEGE**11**

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?

Click **one** circle for each row.

	At least once a week	Once or twice a month	A few times a year	Never
<b>a)</b> Made fun of me or called me names	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>b)</b> Left me out of their games or activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>c)</b> Spread lies about me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>d)</b> Stole something from me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>e)</b> Damaged something of mine on purpose	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Continued on next screen



19/35



00:00

PIRLS  
2021IEA TIMSS & PIRLS  
BOSTON COLLEGE**11** continued

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?

Click **one** circle for each row.

	At least once a week	Once or twice a month	A few times a year	Never
<b>f)</b> Hit or hurt me (e.g., shoving, hitting, kicking)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>g)</b> Made me do things I didn't want to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>h)</b> Sent me nasty or hurtful messages online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>i)</b> Shared nasty or hurtful information about me online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>j)</b> Threatened me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



20/35



00:00

PIRLS  
2021IEA TIMSS & PIRLS  
BOSTON COLLEGE

## Reading in School

12

Think about the reading you do for school. How much do you agree with these statements about your reading lessons?

Click **one** circle for each row.

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
<b>a)</b> I like what I read about in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>b)</b> My teacher gives me interesting things to read.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>c)</b> I know what my teacher expects me to do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>d)</b> My teacher is easy to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>e)</b> I am interested in what my teacher says.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Continued on next screen



21/35





00:00

PIRLS  
2021IEA TIMSS & PIRLS  
BOSTON COLLEGE**12** continued

Think about the reading you do for school. How much do you agree with these statements about your reading lessons?

Click **one** circle for each row.

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
<b>f)</b> My teacher encourages me to say what I think about what I have read.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>g)</b> My teacher lets me show what I have learned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>h)</b> My teacher does a variety of things to help us learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>i)</b> My teacher tells me how to do better when I make a mistake.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



22/35



00:00

PIRLS  
2021IEA TIMSS & PIRLS  
BOSTON COLLEGE

13

How often do these things happen during your reading lessons?*Click **one** circle for each row.*

	Every or almost every lesson	About half the lessons	Some lessons	Never
<b>a)</b> Students don't listen to what the teacher says.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>b)</b> There is too much noise for students to work well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>c)</b> My teacher has to wait a long time for students to be quiet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>d)</b> Students interrupt the teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>e)</b> My teacher has to keep telling us to follow the classroom rules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



23/35



00:00

PIRLS  
2021IEA TIMSS & PIRLS  
BOSTON COLLEGE

14

In school, how often do these things happen?

Click **one** circle for each row.

	Every day or almost every day	Once or twice a week	Once or twice a month	Never or almost never
<b>a)</b> I read silently on my own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>b)</b> I read things that I choose myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>c)</b> My teacher asks us in class to talk about what we have read.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



24/35



00:00

PIRLS  
2021IEA TIMSS & PIRLS  
BOSTON COLLEGE

## Using the Library

15

How often do you borrow books (including ebooks) from your school or local library?

*Click **one** circle only.*

- At least once a week
- Once or twice a month
- A few times a year
- Never or almost never



25/35



00:00

PIRLS  
2021IEA TIMSS & PIRLS  
BOSTON COLLEGE

## Reading Outside of School

16

How much time do you spend reading outside of school on a normal school day?

Click **one** circle only.

- |                           |                       |
|---------------------------|-----------------------|
| Less than 30 minutes      | <input type="radio"/> |
| 30 minutes up to 1 hour   | <input type="radio"/> |
| From 1 hour up to 2 hours | <input type="radio"/> |
| 2 hours or more           | <input type="radio"/> |



26/35



00:00

PIRLS  
2021IEA TIMSS & PIRLS  
BOSTON COLLEGE

17

How often do you do these things outside of school?Click **one** circle for each row.

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



27/35



00:00

PIRLS  
2021IEA TIMSS & PIRLS  
BOSTON COLLEGE

## What You Think About Reading

18

What do you think about reading? Click to show how much you agree with each of these statements.

Click **one** circle for each row.

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
<b>a)</b> I like talking about what I read with other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>b)</b> I would be happy if someone gave me a book as a present.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>c)</b> I think reading is boring.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>d)</b> I would like to have more time for reading.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Continued on next screen



28/35



00:00

PIRLS  
2021IEA TIMSS & PIRLS  
BOSTON COLLEGE**18** continued

What do you think about reading? Click to show how much you agree with each of these statements.

Click **one** circle for each row.

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
<b>e)</b> I enjoy reading.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>f)</b> I learn a lot from reading.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>g)</b> I like to read things that make me think.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>h)</b> I like it when a book helps me imagine other worlds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



29/35





00:00

PIRLS  
2021IEA TIMSS & PIRLS  
BOSTON COLLEGE

19

How well do you read? Click to show how much you agree with each of these statements.

Click **one** circle for each row.

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
<b>a)</b> I usually do well in reading.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>b)</b> Reading is easy for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>c)</b> I have trouble reading stories with difficult words.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>d)</b> Reading is harder for me than for many of my classmates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>e)</b> Reading is harder for me than any other subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>f)</b> I am just not good at reading.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



30/35



00:00

PIRLS  
2021

IEA TIMSS & PIRLS  
BOSTON COLLEGE

**20** .....

How hard was this test compared to most other tests you have taken this year in school?

*Click **one** circle only.*

Easier than other tests

About as hard as other tests

Harder than other tests

Much harder than other tests

← 31/35 →

00:00

PIRLS  
2021

IEA TIMSS & PIRLS  
BOSTON COLLEGE

21

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?

Click **one** circle only.

- Not as hard as on other tests
- About as hard as on other tests
- Harder than on other tests
- Much harder than on other tests



32/35



00:00

PIRLS  
2021

IEA TIMSS & PIRLS  
BOSTON COLLEGE

22

How important was it to you to do well on this test?

*Click **one** circle only.*

- Not very important
- Somewhat important
- Important
- Very important



33/35



00:00

PIRLS  
2021IEA TIMSS & PIRLS  
BOSTON COLLEGE

## Activities Outside of School

23

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

Click **one** circle for each row.

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




34/35





00:00

PIRLS  
2021

IEA TIMSS & PIRLS  
BOSTON COLLEGE

Thank you for filling out the questionnaire.  
Click the  button to review your answers.  
Click the Save button to finish the questionnaire.

 SAVE

 35/35