

PROGRESS IN INTERNATIONAL READING LITERACY STUDY

PIRLS

SI

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PIRLS 2006 User Guide Supplement 1 for the International Database



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Supplement 1

International Version of the PIRLS 2006 Background and Curriculum Questionnaires

S1.1 Overview

The PIRLS 2006 international database includes data for all questionnaires administered as part of the PIRLS 2006 assessment. This supplement contains the international version of the PIRLS 2006 background questionnaires and curriculum questionnaires in the following sections:

- Section 1: Student Questionnaire
- Section 2: Home Questionnaire (Learning to Read Survey)
- Section 3: Teacher Questionnaire
- Section 4: School Questionnaire
- Section 5: Curriculum Questionnaire

Each section includes a table that lists the questionnaire item details, followed by the international version of the questionnaire with variable names labeled in the margin. The location of each questionnaire item is indicated by a field location according to the format specified in Exhibit S1.1.

Exhibit S1.1 Questionnaire Item Field Location Format Conventions

Questionnaire	Location
Student Questionnaire	SG***
Home Questionnaire (Learning to Read Survey)	SH***
Teacher Questionnaire	TG***
School Questionnaire	CG***
Curriculum Questionnaire	ACQ, RCQ***

Exhibits S1.2 through S1.6 list the questionnaire items for each of the PIRLS 2006 questionnaires by item location and variable names, and indicate whether a question was available in the questionnaire administered in 2001.

The PIRLS 2006 questionnaires were designed to provide an opportunity for individual countries to make modifications to some questions or response options. This allowed countries to include the appropriate wording or options most consistent with their own national systems. In the international versions of the questionnaires, such questions contain instructions to the National Research Coordinators (NRCs) to substitute the appropriate wording for their country and/or to modify or delete any inappropriate questions or options. These instructions were indicated in the questionnaires by text inserted within carets (<>). The NRC was to substitute, if necessary, an appropriate national adaptation that would retain the same basic interpretation as the text within carets.

Documentation of the national adaptations of the background questionnaire items is included in Supplement 2. Such documentation provides the user with information required to evaluate the availability of internationally comparable data for use in secondary analyses involving the PIRLS background variables. International versions of the background questionnaires from the 2001 assessment are available with the User Guide for the PIRLS 2001 International Database.

Section 1

Student Questionnaire

Section 1 - Student Questionnaire

Exhibit S1.2 Index of International Background Variables for the PIRLS 2006 Student Questionnaire

PIRLS 2006 Question Location	Variable Description	PIRLS 2006 Variable Name	PIRLS 2001 Variable Name	Notes
SG1-01	Are you a boy or a girl?	ASBGSEX	ASBGSEX	
SG1-02A	In what month were you born?	ASGBBIRM	ASGBBIRM	
SG1-02B	In what year were you born?	ASGBBIRY	ASGBBIRY	
SG1-03A	How often do you read aloud to someone at home?	ASBGTOC1	ASBGTOC1	
SG1-03B	How often do you listen to someone at home read aloud to you?	ASBGTOC2	ASBGTOC2	
SG1-03C	How often do you talk with your friends about what you are reading?	ASBGTOC3	ASBGTOC3	
SG1-03D	How often do you talk with your family about what you are reading?	ASBGTOC4	ASBGTOC4	
SG1-03E	How often do you read for fun outside of school?	ASBGTOC5	ASBGTOC5	
SG1-03F	How often do you read to find out about things you want to learn?	ASBGTOC6	ASBGTOC6	
SG1-04A	How often do you read comic books outside of school?	ASBGRTO1	ASBGROC1	
SG1-04B	How often do you read stories or novels outside of school?	ASBGRTO2	ASBGROC2	
SG1-04C	How often do you read books that explain things outside of school?	ASBGRTO3	ASBGROC3	
SG1-04D	How often do you read magazines outside of school?	ASBGRTO4	ASBGROC4	
SG1-04E	How often do you read newspapers outside of school?	ASBGRTO5	ASBGROC5	
SG1-04F	How often do you read directions or instructions outside of school?	ASBGRTO6	ASBGROC6	
SG1-04G	How often do you read brochures and catalogs outside of school?	ASBGRTO7	n/a	
SG1-04H	How often do you read <subtitles on the television> outside of school?	ASBGRTO8	ASBGROC7	
SG1-04I	How often do you <country-specific> outside of school?	ASBGRTO9	ASBGROC8	
SG1-05A	About how much time do you spend watching television or videos outside of school on a normal school day?	ASBGTSP1	ASBGTVDY	
SG1-05B	About how much time do you spend playing video or computer games outside of school on a normal school day?	ASBGTSP2	n/a	
SG1-05C	About how much time do you spend reading stories or articles on the Internet outside of school on a normal school day?	ASBGTSP3	n/a	
SG1-05D	About how much time do you spend reading stories or articles in books or magazines outside of school on a normal school day?	ASBGTSP4	n/a	
SG1-06A	In school, how often does your teacher read aloud to the class?	ASBGTHC1	ASBGTIC1	
SG1-06B	In school, how often do you read aloud to the whole class?	ASBGTHC2	ASBGTIC2	
SG1-06C	In school, how often do you read aloud to a small group of students in your class?	ASBGTHC3	ASBGTIC3	
SG1-06D	In school, how often do you read silently on your own?	ASBGTHC4	ASBGTIC4	
SG1-06E	In school, how often do you read books you choose yourself?	ASBGTHC5	ASBGTIC6	
SG1-07A	After you have read something in class, how often do you answer questions in a workbook or worksheet about what you have read?	ASBGAFR1	ASBGAFR1	
SG1-07B	After you have read something in class, how often do you write something about what you have read?	ASBGAFR2	ASBGAFR2	
SG1-07C	After you have read something in class, how often do you answer questions aloud about what you have read?	ASBGAFR3	ASBGAFR3	
SG1-07D	After you have read something in class, how often do you talk with other students about what you have read?	ASBGAFR4	ASBGAFR4	
SG1-08	How often does your teacher give you reading to do for homework?	ASBGHWRD	ASBGHWRD	

Exhibit S1.2 Index of International Background Variables for the PIRLS 2006 Student Questionnaire (continued)

PIRLS 2006 Question Location	Variable Description	PIRLS 2006 Variable Name	PIRLS 2001 Variable Name	Notes
SG1-09	If you need help with your reading homework who helps you the most?	ASBGHELP	n/a	
SG1-10	On days when you have reading to do for homework, how much time do you spend on this reading?	ASBGRHT	ASBGHWTIM	Modified wording in 2006
SG1-11A	How often do you use a computer at home?	ASBGUPC1	ASBGPCU1	
SG1-11B	How often do you use a computer at school?	ASBGUPC2	ASBGPCU2	
SG1-11C	How often do you use a computer at some other place?	ASBGUPC3	ASBGPCU3	
SG1-12A	How often do you use the Internet to look up information for school?	ASBGINT1	ASBGPC3	
SG1-12B	How often do you use the Internet to look up things about sports?	ASBGINT2	n/a	
SG1-12C	How often do you use the Internet to find out about music?	ASBGINT3	n/a	
SG1-12D	How often do you use the Internet to find out about other activities and interests?	ASBGINT4	n/a	
SG1-12E	How often do you use the Internet to chat, e-mail, or instant message with friends?	ASBGINT5	n/a	
SG1-13A	How often do you borrow books from your school or local library?	ASBGBOFF	ASBGBLIB	
SG1-13B	When you borrow books from your school or local library, are they mainly in <language of test>?	ASBGBOLT	n/a	
SG1-14A	How much do you agree with the statement "I read only if I have to"?	ASBGRST1	ASBGRST1	
SG1-14B	How much do you agree with the statement "I like talking about books with other people"?	ASBGRST2	ASBGRST2	
SG1-14C	How much do you agree with the statement "I would be happy if someone gave me a book as a present"?	ASBGRST3	ASBGRST3	
SG1-14D	How much do you agree with the statement "I think reading is boring"?	ASBGRST4	ASBGRST4	
SG1-14E	How much do you agree with the statement "I need to read well for my future"?	ASBGRST5	ASBGRST5	
SG1-14F	How much do you agree with the statement "I enjoy reading"?	ASBGRST6	ASBGRST6	
SG1-15A	How much do you agree with the statement "reading is very easy for me"?	ASBGRD1	ASBGRAB1	
SG1-15B	How much do you agree with the statement "I do not read as well as other students in my class"?	ASBGRD2	ASBGRAB2	
SG1-15C	How much do you agree with the statement "when I am reading by myself, I understand almost everything I read"?	ASBGRD3	ASBGRAB3	
SG1-15D		ASBGRD4	n/a	
SG1-16A	How much do you agree with the statement "I like being in school"?	ASBGCT1	ASBGCST2	
SG1-16B	How much do you agree with the statement "I think that teachers in my school care about me"?	ASBGCT2	ASBGCST4	Modified wording in 2006
SG1-16C	How much do you agree with the statement "I feel safe when I am at school"?	ASBGCT3	ASBGCST1	Modified wording in 2006
SG1-16D	How much do you agree with the statement "Students in my school show respect to each other"?	ASBGCT4	n/a	
SG1-16E	How much do you agree with the statement "Students in my school care about each other"?	ASBGCT5	n/a	
SG1-16F	How much do you agree with the statement "Students in my school help each other with their work"?	ASBGCT6	n/a	

Section 1 - Student Questionnaire

Exhibit S1.2 Index of International Background Variables for the PIRLS 2006 Student Questionnaire (continued)

PIRLS 2006 Question Location	Variable Description	PIRLS 2006 Variable Name	PIRLS 2001 Variable Name	Notes
SG1-17A	During the last month at school was something stolen from you?	ASBGSSTL	ASBGSSTL	
SG1-17B	During the last month at school was something stolen from someone in your class?	ASBGOSTL	ASBGOSTL	
SG1-17C	During the last month at school were you bullied by another student?	ASBGSBUL	ASBGSBUL	
SG1-17D	During the last month at school was someone in your class bullied by another student?	ASBGOBUL	ASBGOBUL	
SG1-17E	During the last month at school were you injured by another student?	ASBGSHRT	ASBGSHRT	
SG1-17F	During the last month at school was someone in your class injured by another student?	ASBGOHRT	ASBGOHRT	
SG1-18A	Did you speak <language of test> before you started school?	ASBGLNG1	ASBGLAN1	
SG1-18B	Did you speak <country-specific> before you started school?	ASBGLNG2	ASBGLAN2	
SG1-18C	Did you speak <country-specific> before you started school?	ASBGLNG3	ASBGLAN3	
SG1-18D	Did you speak <country-specific> before you started school?	ASBGLNG4	ASBGLAN4	
SG1-18E	Did you speak <country-specific> before you started school?	ASBGLNG5	ASBGLAN5	
SG1-18F	Did you speak other before you started school?	ASBGLNG6	ASBGLAN6	
SG1-19	How often do you speak <language of test> at home?	ASBGLNGH	ASBGLANA	
SG1-20	About how many books are there in your home?	ASBGBOOK	ASBGBOOK	
SG1-21A	Do you have a computer at home?	ASBGTA1	ASBGPS1	
SG1-21B	Do you have a study desk/table for your use at home?	ASBGTA2	ASBGPS2	
SG1-21C	Do you have books of your very own (not school books) at home?	ASBGTA3	ASBGPS3	
SG1-21D	Do you have a daily newspaper at home?	ASBGTA4	ASBGPS4	
SG1-21E	Do you have your own room at home?	ASBGTA5	n/a	
SG1-21F	Do you have your own mobile (cellular) phone at home?	ASBGTA6	n/a	
SG1-21G	Do you have <country-specific indicator of wealth> at home?	ASBGTA7	ASBGPS5	
SG1-21H	Do you have <country-specific indicator of wealth> at home?	ASBGTA8	ASBGPS6	
SG1-21I	Do you have <country-specific indicator of wealth> at home?	ASBGTA9	ASBGPS7	
SG1-21J	Do you have <country-specific indicator of wealth> at home?	ASBGTA10	ASBGPS8	
SG1-22	Were you born in <country>?	ASBGBRN1	ASBGBRN1	
SG1-23	Was your mother born in <country>?	ASBGBRNM	ASBGBRNM	
SG1-24	Was your father born in <country>?	ASBGBRNF	ASBGBRNF	

A

bout you

ASBGSEX

1 _____

Are you a girl or a boy?

*Fill **one** circle only.*

Girl --

Boy --

ASBGBIRM
ASBGBIRY

2 _____

When were you born?

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

a) Month

b) Year

January --

1993 --

February --

1994 --

March --

1995 --

April --

1996 --

May --

1997 --

June --

1998 --

July --

1999 --

August --

2000 --

September --

Other --

October --

November --

December --

Things you do outside of school

3

How often do you do these things outside of school?

Fill **one** circle for each line.

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

ASBGT0C1

a) I read aloud to someone at home-----

ASBGT0C2

b) I listen to someone at home read aloud to me-----

ASBGT0C3

c) I talk with my friends about what I am reading-----

ASBGT0C4

d) I talk with my family about what I am reading-----

ASBGT0C5

e) I read for fun outside of school-----

ASBGT0C6

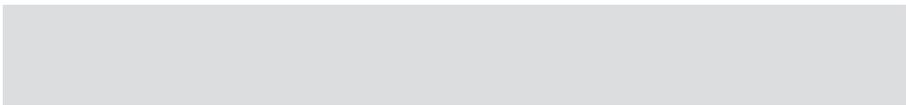
f) I read to find out about things I want to learn -----

4 _____
How often do you read these things outside of school?

Fill **one** circle for each line.

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

- ASBGRT01 a) I read comic books ----- ----- ----- -----
- ASBGRT02 b) I read stories or novels ----- ----- ----- -----
- ASBGRT03 c) I read books that explain things
(For example, you might read about your favorite athlete, about animals you like, or a place you visited.) ----- ----- ----- -----
- ASBGRT04 d) I read magazines ----- ----- ----- -----
- ASBGRT05 e) I read newspapers ----- ----- ----- -----
- ASBGRT06 f) I read directions or instructions
(For example, you might read them to put a toy together, to learn how to play a game, or to do something else.) ----- ----- ----- -----
- ASBGRT07 g) I read brochures and catalogues ---- ----- ----- -----
- ASBGRT08 h) <I read subtitles on the television screen> ----- ----- ----- -----
- ASBGRT09 i) <country-specific> ----- ----- ----- -----



5 _____
About how much time do you spend doing the following things outside of school on a normal school day?

Fill one circle for each line.

5 hours or more **From 3 hours up to 5 hours** **From 1 hour up to 3 hours** **Up to 1 hour** **No time**

ASBGTSP1

a) Watching television (including videos or DVD) -----

ASBGTSP2

b) Playing video or computer games (including Nintendo®, Gameboy®, or Play Station®)

ASBGTSP3

c) Reading stories and articles on the Internet -----

ASBGTSP4

d) Reading stories and articles in books or magazines -----

R

Reading in school

6

In school, how often do these things happen?

Fill **one** circle for each line.

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

In school ...

ASBGTHC1

a) my teacher reads aloud to the class -----

ASBGTHC2

b) I read aloud to the whole class -----

ASBGTHC3

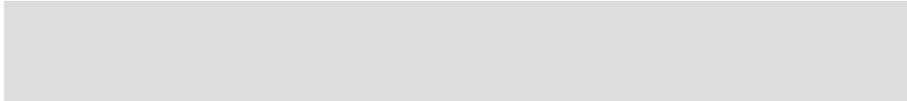
c) I read aloud to a small group of students in my class -----

ASBGTHC4

d) I read silently on my own -----

ASBGTHC5

e) I read books that I choose myself ---



7

After you have read something in class, how often do you do these things?

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

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

After I have read something in class ...

ASBGAFR1

a) I answer questions in a workbook or on a worksheet about what I have read

ASBGAFR2

b) I write something about what I have read (*For example, a summary, a story, or how I felt about what I read*).....

ASBGAFR3

c) I answer questions aloud about what I have read

ASBGAFR4

d) I talk with other students about what I have read

R

Reading for homework

8

How often does your teacher give you reading to do for homework (for any subject)?

Fill one circle only.

I never have reading to do
for homework --

Less than once a week --

1 or 2 times a week --

3 or 4 times a week --

Every day --

9

If you need help with your reading homework who helps you the most?

Fill one circle only.

I never have reading to do
for homework --

I never need help --

Parents or grandparents --

Brother or sister --

Teacher or <tutor> --

Someone else --

There is nobody to help --

10

Student Questionnaire

ASBGHWRD

ASBGHELP

ASBGRHT

10

**On days when you have reading to do for homework
(for any subject), how much time do you spend on this
reading?**

*Fill **one** circle only.*

- I never have reading to do
for homework --
- Half hour or less --
- More than a half hour to 1 hour --
- More than 1 hour --

Student Questionnaire

11

Using the computer

11

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

Fill one circle for each line.

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

ASBGUPC1

a) I use a computer at home-----○-----○-----○-----○

ASBGUPC2

b) I use a computer at school-----○-----○-----○-----○

ASBGUPC3

c) I use a computer at some other place-----○-----○-----○-----○

12

How often do you use the Internet to do these things?

Fill one circle for each line.

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

ASBGINT1

a) Look up information for school -----○-----○-----○-----○

ASBGINT2

b) Look up things about sports -----○-----○-----○-----○

ASBGINT3

c) Find out about music -----○-----○-----○-----○

ASBGINT4

d) Find out about other activities and interests -----○-----○-----○-----○

ASBGINT5

e) Chat, e-mail, or instant message with friends -----○-----○-----○-----○

Using the library

13

ASBGBOFF

a. How often do you borrow books from your school or local library?

*Fill **one** circle only.*

At least once a week --

Once or twice a month --

A few times a year --

Never or almost never --

ASBGBOLT

b. When you borrow books from your school or local library, are they mainly in <language of test>?

Yes --- No---

What do you think about reading?

14

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

Fill **one** circle for each line.

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

ASBGRST1

a) I read only if I have to.....

ASBGRST2

b) I like talking about books with other people.....

ASBGRST3

c) I would be happy if someone gave me a book as a present.....

ASBGRST4

d) I think reading is boring.....

ASBGRST5

e) I need to read well for my future....

ASBGRST6

f) I enjoy reading

15

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

Fill one circle for each line.

		Agree a lot	Agree a little	Disagree a little	Disagree a lot
ASBGRD1	a) Reading is very easy for me.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBGRD2	b) I do not read as well as other students in my class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBGRD3	c) When I am reading by myself, I understand almost everything I read	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBGRD4	d) I read slower than other students in my class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Y our School

16

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

Fill **one** circle for each line.

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

ASBGCT1
ASBGCT2
ASBGCT3
ASBGCT4
ASBGCT5
ASBGCT6

- a) I like being in school -----
- b) I think that teachers in my school care about me -----
- c) I feel safe when I am at school-----
- d) Students in my school show respect to each other -----
- e) Students in my school care about each other-----
- f) Students in my school help each other with their work -----

17

Did any of these things happen at school during the last month (as far as you know)?

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

Yes No

At school ...

ASBGSSTL

a) something was stolen from me ----- -----

ASBGOSTL

b) something was stolen from someone
in my class ----- -----

ASBGSBUL

c) I was bullied by another student----- -----

ASBGOBUL

d) someone in my class was bullied by
another student ----- -----

ASBGSHRT

e) I was injured by another student ---- -----

ASBGOHRT

f) someone in my class was injured
by another student ----- -----

M

ore about you

18

Which language did you speak before you started school?

If you spoke more than one language at the same time before you started school you can check "Yes" for more than one language.

ASBGLNG1
ASBGLNG2
ASBGLNG3
ASBGLNG4
ASBGLNG5
ASBGLNG6

	Yes	No
a) <language of test>	<input type="radio"/>	<input type="radio"/>
b) <country-specific>	<input type="radio"/>	<input type="radio"/>
c) <country-specific>	<input type="radio"/>	<input type="radio"/>
d) <country-specific>	<input type="radio"/>	<input type="radio"/>
e) <country-specific>	<input type="radio"/>	<input type="radio"/>
f) Other	<input type="radio"/>	<input type="radio"/>

19

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

ASBGLNGH

Fill **one** circle only.

I always speak <language of test> --

I sometimes speak <language of test>
and sometimes speak another language -

I never speak <language of test> --

ASBGB00K

20

About how many books are there in your home?

(Do not count magazines, newspapers, or your school books.)

Fill **one** circle only.

None or very few (0-10 books) --

This shows 10 books



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

This shows 25 books



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

This shows 100 books



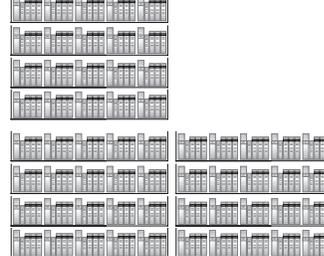
Enough to fill two bookcases
(101-200 books) --

This shows 200 books



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

This shows more than 200 books



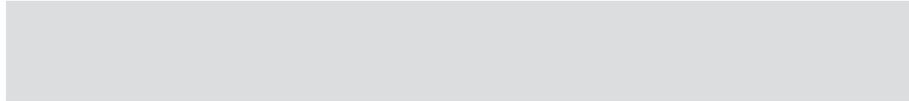
21 _____

Do you have any of these things at your home?

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

Yes No

- | | | | |
|----------|---|-----------------------|-----------------------|
| ASBGTA1 | a) Computer (do not include Nintendo®, Gameboy®, or other TV/video game stations) ----- | <input type="radio"/> | <input type="radio"/> |
| ASBGTA2 | b) Study desk/table for your use ----- | <input type="radio"/> | <input type="radio"/> |
| ASBGTA3 | c) Books of your very own (do not count your school books) ----- | <input type="radio"/> | <input type="radio"/> |
| ASBGTA4 | d) Daily newspaper ----- | <input type="radio"/> | <input type="radio"/> |
| ASBGTA5 | e) Your own room ----- | <input type="radio"/> | <input type="radio"/> |
| ASBGTA6 | f) Your own mobile (cellular) phone---- | <input type="radio"/> | <input type="radio"/> |
| ASBGTA7 | g) <country-specific indicator of wealth> ----- | <input type="radio"/> | <input type="radio"/> |
| ASBGTA8 | h) <country-specific indicator of wealth> ----- | <input type="radio"/> | <input type="radio"/> |
| ASBGTA9 | i) <country-specific indicator of wealth> ----- | <input type="radio"/> | <input type="radio"/> |
| ASBGTA10 | j) <country-specific indicator of wealth> ----- | <input type="radio"/> | <input type="radio"/> |



ASBGBRN1

22 _____

Were you born in <country> ?

Fill one circle only.

Yes --

No --

ASBGBRNM

23 _____

Was your mother born in <country>?

Fill one circle only.

Yes --

No --

I do not know --

ASBGBRNF

24 _____

Was your father born in <country>?

Fill one circle only.

Yes --

No --

I do not know --

Section 2

*Home Questionnaire
(Learning to Read Survey)*

Section 2 - Home Questionnaire

Exhibit S1.3 Index of International Background Variables for the PIRLS 2006 Home Questionnaire

PIRLS 2006 Question Location	Variable Description	PIRLS 2006 Variable Name	PIRLS 2001 Variable Name	Notes
SH1-01A	Who completed this questionnaire? (female)	ASBHCPL1	ASBHCPLF	
SH1-01B	Who completed this questionnaire? (male)	ASBHCPL2	ASBHCPLM	
SH1-01C	Who completed this questionnaire? (other)	ASBHCPL3	ASBHCPLO	
SH1-02A	Before your child began <ISCED Level 1>, how often did you or someone else in your home read books with him or her?	ASBHHA01	ASBHAC1	
SH1-02B	Before your child began <ISCED Level 1>, how often did you or someone else in your home tell stories with him or her?	ASBHHA02	ASBHAC2	
SH1-02C	Before your child began <ISCED Level 1>, how often did you or someone else in your home sing songs with him or her?	ASBHHA03	ASBHAC3	
SH1-02D	Before your child began <ISCED Level 1>, how often did you or someone else in your home play with alphabet toys with him or her?	ASBHHA04	ASBHAC4	
SH1-02E	Before your child began <ISCED Level 1>, how often did you or someone else in your home talk about things you had done with him or her?	ASBHHA05	n/a	
SH1-02F	Before your child began <ISCED Level 1>, how often did you or someone else in your home talk about what you had read with him or her?	ASBHHA06	n/a	
SH1-02G	Before your child began <ISCED Level 1>, how often did you or someone else in your home play word games with him or her?	ASBHHA07	ASBHAC6	
SH1-02H	Before your child began <ISCED Level 1>, how often did you or someone else in your home write letters or words with him or her?	ASBHHA08	ASBHAC7	
SH1-02I	Before your child began <ISCED Level 1>, how often did you or someone else in your home read aloud signs and labels with him or her?	ASBHHA09	ASBHAC8	
SH1-02J	Before your child began <ISCED Level 1>, how often did you or someone else in your home visit a library with him or her?	ASBHHA10	n/a	
SH1-02K	Before your child began <ISCED Level 1>, how often did you or someone else in your home do <country-specific> with him or her?	ASBHHA11	ASBHAC11	
SH1-03	In what language did most of the activities in question 2 take place?	ASBHAHL	n/a	
SH1-04A	What language did your child speak before he/she began school? <language of test>	ASBHLBS1	n/a	
SH1-04B	What language did your child speak before he/she began school? <country-specific>	ASBHLBS2	n/a	
SH1-04C	What language did your child speak before he/she began school? <country-specific>	ASBHLBS3	n/a	
SH1-04D	What language did your child speak before he/she began school? <country-specific>	ASBHLBS4	n/a	
SH1-04E	What language did your child speak before he/she began school? <country-specific>	ASBHLBS5	n/a	
SH1-04F	What language did your child speak before he/she began school? <other>	ASBHLBS6	n/a	
SH1-05	Did your child attend <ISCED Level 0>?	ASBH0ATT	ASBH0ATT	
SH1-05A	How long did your child attend <ISCED Level 0>?	ASBH0HLO	ASBH0TIM	Options changed in 2006
SH1-06	How old was your child when he/she began <ISCED Level 1>?	ASBHAGE	ASBHAGE	

Exhibit S1.3 Index of International Background Variables for the PIRLS 2006 Home Questionnaire *(continued)*

PIRLS 2006 Question Location	Variable Description	PIRLS 2006 Variable Name	PIRLS 2001 Variable Name	Notes
SH1-07A	How well could your child recognize most of the letters of the alphabet when he/she began <ISCED Level 1>?	ASBHAIB1	ASBHABI1	
SH1-07B	How well could your child read some words when he/she began <ISCED Level 1>?	ASBHAIB2	ASBHABI2	
SH1-07C	How well could your child read sentences when he/she began <ISCED Level 1>?	ASBHAIB3	ASBHABI3	
SH1-07D	How well could your child write letters of the alphabet when he/she began <ISCED Level 1>?	ASBHAIB4	ASBHABI4	
SH1-07E	How well could your child write some words when he/she began <ISCED Level 1>?	ASBHAIB5	ASBHABI5	
SH1-08A	How often do you or someone else in your home listen to your child read aloud?	ASBHDOT1	ASBHTWC2	
SH1-08B	How often do you or someone else in your home talk with your child about things you have done?	ASBHDOT2	n/a	
SH1-08C	How often do you or someone else in your talk with your child about what he/she is read on his/her own?	ASBHDOT3	ASBHTWC3	
SH1-08D	How often do you or someone else in your home discuss your child's classroom reading work with him/her?	ASBHDOT4	ASBHTWC5	
SH1-08E	How often do you or someone else in your home go to the library or a bookstore with your child?	ASBHDOT5	ASBHTWC6	
SH1-08F	How often do you or someone else in your home help your child with reading for school?	ASBHDOT6	n/a	
SH1-09	In what language did most of the activities in question 8 take place?	ASBHACTL	n/a	
SH1-10	On average, how much time does your child spend on homework in a day?	ASBHSTOH	n/a	
SH1-11A	Do you think your child's school makes an effort to include you in your child's education?	ASBHAC1	ASBHCHK1	
SH1-11B	Do you think your child's school should make greater effort to include you in your child's education?	ASBHAC2	n/a	
SH1-11C	Do you think your child's school cares about your child's progress in school?	ASBHAC3	ASBHCHK2	
SH1-11D	Do you think your child's school does a good job in helping your child become a better reader?	ASBHAC4	ASBHCHK3	
SH1-12	In a typical week, how much time do you usually spend reading for yourself at home including books, magazines, newspapers, and materials for work?	ASBHREAD	ASBHREAD	
SH1-13	When you are at home, how often do you read for enjoyment?	ASBHRRE	ASBHRRE2	
SH1-14A	How much do you agree that you only read if you have to?	ASBHSTM1	ASBHSTM1	
SH1-14B	How much do you agree that you like talking about books with other people?	ASBHSTM2	ASBHSTM2	
SH1-14C	How much do you agree that you like to spend your spare time reading?	ASBHSTM3	ASBHSTM3	
SH1-14D	How much do you agree that you read only if you need information?	ASBHSTM4	ASBHSTM4	
SH1-14E	How much do you agree that reading is an important activity in your home?	ASBHSTM5	ASBHSTM5	

Section 2 - Home Questionnaire

Exhibit S1.3 Index of International Background Variables for the PIRLS 2006 Home Questionnaire (Continued)

PIRLS 2006 Question Location	Variable Description	PIRLS 2006 Variable Name	PIRLS 2001 Variable Name	Notes
SH1-15	About how many books are there in your home?	ASBHBOOK	ASBHBOOK	
SH1-16A	About how many children's books are there in your home?	ASBHCHBK	ASBHCHBK	
SH1-16B	Are these books mainly in <language of test>?	ASBHCHBL	n/a	
SH1-17A	When talking at home with your child, what language does the child's father us most often?	ASBHLAHF	n/a	
SH1-17B	When talking at home with your child, what language does the child's mother us most often?	ASBHLAHM	n/a	
SH1-18A	What is the highest level of education completed by the child's father/stepfather/male guardian?	ASBHLEDF	ASBHEDUF	Options changed in 2006
SH1-18B	What is the highest level of education completed by the child's mother/stepmother/female guardian?	ASBHLEDM	ASBHEDUM	Options changed in 2006
SH1-19A	What best describes the employment situation of the child's father/stepfather/male guardian?	ASBHEMPF	ASBHEMPF	
SH1-19B	What best describes the employment situation of the child's mother/stepmother/female guardian?	ASBHEMPM	ASBHEMPM	
SH1-20A	What kind of work does the child's father/stepfather/male guardian do for his main job?	ASBHMJF	ASBHMJF	
SH1-20B	What kind of work does the child's mother/stepmother/female guardian do for her main job?	ASBHMJM	ASBHMJM	
SH1-21	Compared with other families, how well-off do you think your family if financially?	ASBHWELL	ASBHWELL	

Learning to Read Survey

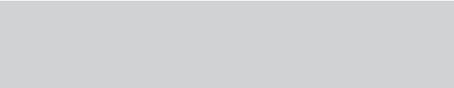
Your child's class has been selected to participate in the Progress in International Reading Literacy Study (PIRLS), a research study about how children learn to read. PIRLS is sponsored by the International Association for the Evaluation of Educational Achievement (IEA) and is being conducted in about 40 countries around the world.

This survey asks about your child's experiences in learning to read. We are interested in what you and your child do and what you think about different things related to your child's school. There are no right or wrong answers to these questions.

The information being collected will be extremely useful for helping understand how young children learn to read and for helping to improve the teaching and learning of reading for all children. We ask that you respond to all of the questions you feel comfortable answering. We would like to reassure you, however, that your responses to this survey are confidential.

This survey should be completed by the child's parent or current <primary caregiver>, or jointly by both parents or <primary caregivers>.

PIRLS2006



1

This survey was completed by:

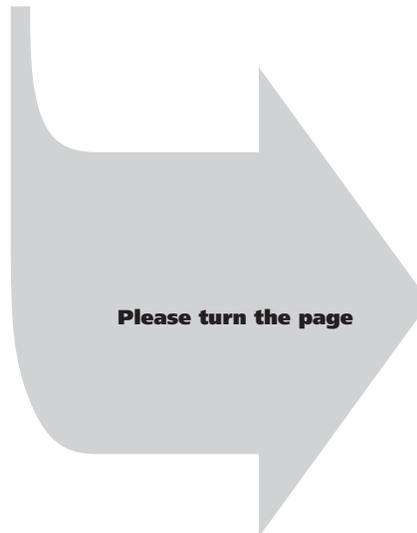
Check **one** circle for each line.

	Yes	No
Mother, stepmother, or female guardian	<input checked="" type="radio"/>	<input type="radio"/>
Father, stepfather, or male guardian	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>

ASBHCPL1

ASBHCPL2

ASBHCPL3



Before Your Child Began <ISCED Level 1>

2

Before your child began <ISCED Level 1>, how often did you or someone else in your home do the following activities with him or her?

Check **one** circle for each line.



- ASBHHA01 a) Read books -----
- ASBHHA02 b) Tell stories -----
- ASBHHA03 c) Sing songs -----
- ASBHHA04 d) Play with alphabet toys (for example, blocks with letters of the alphabet) -----
- ASBHHA05 e) Talk about things you had done -----
- ASBHHA06 f) Talk about what you had read -----
- ASBHHA07 g) Play word games -----
- ASBHHA08 h) Write letters or words -----
- ASBHHA09 i) Read aloud signs and labels -----
- ASBHHA10 j) Visit a library -----
- ASBHHA11 k) <country-specific> -----

3

In what language did most of the activities in Question 2 take place?

Check **one** circle only.

- <Language of test> ----
- Another language ---

ASBHAHL

4

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

If your child spoke more than one language at the same time, you can check "Yes" for more than one language.

Check **one** circle for each line.



- a) <language of test> -----
- b) <country-specific> -----
- c) <country-specific> -----
- d) <country-specific> -----
- e) <country-specific> -----
- f) Other -----

ASBHLBS1
ASBHLBS2
ASBHLBS3
ASBHLBS4
ASBHLBS5
ASBHLBS6

5

Did your child attend <ISCED Level 0>?

Check **one** circle only.

- Yes ----
 - No ----
- (If No, go to #6)

ASBHOATT

If Yes...

a. How long was he/she in <ISCED Level 0>?

Check **one** circle only.

- 3 years or more ----
- between 2 and 3 years ----
- 2 years ----
- between 1 and 2 years ----
- 1 year or less ----

ASBHOHLO

Beginning <ISCED Level 1>

6

How old was your child when he/she began <ISCED Level 1>?

Check **one** circle only.

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

7

How well could your child do the following when he/she began <ISCED Level 1>?

Check **one** circle for each line.

- | | | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | Very well | | Moderately well | | Not very well | | Not at all |
| a) Recognize most of the letters of the alphabet | <input type="radio"/> |
| b) Read some words | <input type="radio"/> |
| c) Read sentences | <input type="radio"/> |
| d) Write letters of the alphabet | <input type="radio"/> |
| e) Write some words | <input type="radio"/> |

Activities With Your Child More Recently

8

How often do you or someone else in your home do the following things with your child?

Check **one** circle for each line.

- | | | | | | | | |
|---|-------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | Every day or almost every day | | Once or twice a week | | Once or twice a month | | Never or almost never |
| a) Listen to my child read aloud | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Talk with my child about things we have done | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Talk with my child about what he/she is reading on his/her own | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) Discuss my child's classroom reading work with him/her | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) Go to the library or a bookstore with my child | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) Help my child with reading for school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

9

In what language do most of the activities in Question 8 take place?

Check **one** circle only.

- <Language of test> ----
- Another language ---

ASBHAGE

ASBHAIB1

ASBHAIB2

ASBHAIB3

ASBHAIB4

ASBHAIB5

ASBHDOT1

ASBHDOT2

ASBHDOT3

ASBHDOT4

ASBHDOT5

ASBHDOT6

ASBHACTL

ASBHTSOH

10 _____

On average, how much time does your child spend on homework in a day?

Check **one** circle only.

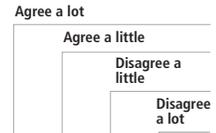
- My child does not have homework
- 15 minutes or less
- 16-30 minutes
- 31-60 minutes
- More than 60 minutes

Your Child's School

11 _____

What do you think of your child's school?

Check **one** circle for each line.



- a) My child's school includes me in my child's education ----
- b) My child's school should make a greater effort to include me in my child's education
- c) My child's school cares about my child's progress in school
- d) My child's school does a good job in helping my child become better in reading -----

ASBHTAC 1

ASBHTAC 2

ASBHTAC 3

ASBHTAC 4

Literacy in the Home

12

ASBHREAD

In a typical week, how much time do you usually spend reading **for yourself** at home, including books, magazines, newspapers, and materials for work?

Check **one** circle only.

- Less than one hour a week ----
- 1-5 hours a week ----
- 6-10 hours a week ----
- More than 10 hours a week ----

13

ASBHRRE

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

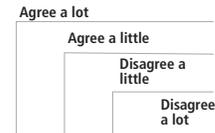
Check **one** circle only.

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

14

Please indicate how much you agree with the following statements about reading.

Check **one** circle for each line.



- a) I read only if I have to -----
- b) I like talking about books with other people -----
- c) I like to spend my spare time reading -----
- d) I read only if I need information -----
- e) Reading is an important activity in my home -----

ASBHSTM1

ASBHSTM2

ASBHSTM3

ASBHSTM4

ASBHSTM5

15

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

Check **one** circle only.

- 0 - 10 ----
- 11 - 25 ----
- 26 - 100 ----
- 101 - 200 ----
- more than 200 ----

ASBHBOOK

ASBHCHBK

16

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

Check **one** circle only.

- 0 - 10 ----
- 11 - 25 ----
- 26 - 50 ----
- 51 - 100 ----
- more than 100 ----

ASBHCHBL

b. Are these books mainly in <language of test>?

Check **one** circle only.

- Yes ----
- No ----

ASBH LAHF
ASBH LAHM

17

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

Check **one** circle in each column.

- | | Child's father | Child's mother |
|-----------------------------|-----------------------|-----------------------|
| a) <language of test> ----- | <input type="radio"/> | <input type="radio"/> |
| b) <country-specific> ----- | <input type="radio"/> | <input type="radio"/> |
| c) <country-specific> ----- | <input type="radio"/> | <input type="radio"/> |
| d) <country-specific> ----- | <input type="radio"/> | <input type="radio"/> |
| e) <country-specific> ----- | <input type="radio"/> | <input type="radio"/> |
| f) Other ----- | <input type="radio"/> | <input type="radio"/> |
| g) Not applicable ----- | <input type="radio"/> | <input type="radio"/> |

Additional Information

18

What is the highest level of education completed by the child's father (or stepfather or male guardian) and mother (or stepmother or female guardian)?

Check **one** circle in each column.

- | | Child's father | Child's mother |
|--|-----------------------|-----------------------|
| a) Some <ISCED Level 1 or 2> or did not go to school ----- | <input type="radio"/> | <input type="radio"/> |
| b) <ISCED Level 2> ----- | <input type="radio"/> | <input type="radio"/> |
| c) <ISCED Level 3> ----- | <input type="radio"/> | <input type="radio"/> |
| d) <ISCED Level 4> ----- | <input type="radio"/> | <input type="radio"/> |
| e) <ISCED Level 5B> ----- | <input type="radio"/> | <input type="radio"/> |
| f) <ISCED Level 5A, first degree> ----- | <input type="radio"/> | <input type="radio"/> |
| g) Beyond <ISCED Level 5A, first degree> ----- | <input type="radio"/> | <input type="radio"/> |
| h) Not applicable ----- | <input type="radio"/> | <input type="radio"/> |

ASBHLED F
ASBHLED M

19

Which best describes the employment situation of the child's father (or stepfather or male guardian) and mother (or stepmother or female guardian)?

Check **one** circle in each column.

- | | Child's father | Child's mother |
|--|-----------------------|-----------------------|
| a) Working at least full-time for pay (this could be one or more full-time jobs or several part-time jobs that add up to full-time work) ----- | <input type="radio"/> | <input type="radio"/> |
| b) Working part-time only for pay ----- | <input type="radio"/> | <input type="radio"/> |
| c) Not working for pay, but looking for a job ----- | <input type="radio"/> | <input type="radio"/> |
| d) Other ----- | <input type="radio"/> | <input type="radio"/> |
| e) Not applicable ----- | <input type="radio"/> | <input type="radio"/> |

ASBHEMP F
ASBHEMP M

ASBHMJF
ASBHMJM

20

What kind of work do the child's father (or stepfather or male guardian) and mother (or stepmother or female guardian) do for their main jobs?

For each, check the box for the job category that best describes what he/she does. Each category has a few examples to help you decide the correct category. If the father or mother is not working now, think about the last job he/she had.

Check **one** circle in each column.

	Child's father	Child's mother
a) Has never worked outside the home for pay -----	<input type="radio"/>	<input type="radio"/>
b) Small Business Owner ----- <small>Includes owners of small business (fewer than 25 employees) such as retail shops, services, restaurants</small>	<input type="radio"/>	<input type="radio"/>
c) Clerk ----- <small>Includes office clerks; secretaries; typists; data entry operators; customer service clerks</small>	<input type="radio"/>	<input type="radio"/>
d) Service or Sales Worker ----- <small>Includes travel attendants; restaurant service workers; personal care workers; protective service workers; salespersons</small>	<input type="radio"/>	<input type="radio"/>
e) Skilled Agricultural or Fishery Worker ----- <small>Includes farmers; forestry workers; fishery workers, hunters and trappers</small>	<input type="radio"/>	<input type="radio"/>
f) Craft or Trade Worker ----- <small>Includes builders, carpenters, plumbers, electricians, etc.; metal workers; machine mechanics; handcraft workers</small>	<input type="radio"/>	<input type="radio"/>
g) Plant or Machine Operator ----- <small>Includes plant and machine operators; assembly-line operators; motor-vehicle drivers</small>	<input type="radio"/>	<input type="radio"/>
h) General Laborers ----- <small>Includes domestic helpers and cleaners; building caretakers; messengers, porters and doorkeepers; farm, fishery, agricultural, and construction workers</small>	<input type="radio"/>	<input type="radio"/>
i) Corporate Manager or Senior Official ----- <small>Includes corporate managers such as managers of large companies (25 or more employees) or managers of departments within large companies; legislators or senior government officials; senior officials of special-interest organizations; military officers</small>	<input type="radio"/>	<input type="radio"/>
j) Professional ----- <small>Includes scientists; mathematicians; computer scientists; architects; engineers; life science and health professionals; teachers; legal professionals; social scientists; writers and artists; religious professionals</small>	<input type="radio"/>	<input type="radio"/>
k) Technician or Associate Professional ----- <small>Includes science, engineering, and computer associates and technicians; life science and health technicians and assistants; teacher aides; finance and sales associate professionals; business service agents; administrative assistants</small>	<input type="radio"/>	<input type="radio"/>
l) Not applicable -----	<input type="radio"/>	<input type="radio"/>

ASBHWELL

21 _____

Compared with other families, how well-off do you think your family is financially?

Check **one** circle only.

- Very well-off ----
- Somewhat well-off ----
- Average ----
- Not very well-off ----
- Not at all well-off ----

ASBHCOMP

22 _____

About how long did it take you to complete this survey?

_____ minutes
Write in a number.

Thank You

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

Section 3

Teacher Questionnaire

Section 3 - Teacher Questionnaire

Exhibit S1.4 Index of International Background Variables for the PIRLS 2006 Teacher Questionnaire

PIRLS 2006 Question Location	Variable Description	PIRLS 2006 Variable Name	PIRLS 2001 Variable Name	Notes
TG1-01A	How many students are in this class?	ATBGCSTD	ATBGCSTD	
TG1-01B	How many students in this class are in the <fourth-grade>?	ATBG4STD	ATBG4STD	
TG1-02	By the end of the school year how many years in total will you have been teaching the <fourth-grade> students in this class?	ATBG4TOT	n/a	
TG1-03	According to your experience, how would you describe the reading level of these students?	ATBGRLEV	ATBGRLEV	
TG1-04	How many students experience difficulties understanding spoken <language of test>?	ATBGDIFU	ATBGDIFU	
TG1-05A	How many students need <remedial> instruction in reading?	ATBGNDIN	ATBGNDIN	
TG1-05B	How many students who need it receive <remedial> instruction in reading?	ATBGRCIN	ATBGRCIN	
TG1-06A	Is there any provision for <enrichment> reading instruction in your school?	ATBGERCN	n/a	
TG1-06B	(If "yes" to 6a)...How many students receive <enrichment> reading instruction because they are advanced readers?	ATBGRGEN	ATBGRGEN	
TG1-07A	In a typical school week, what percentage of your time in class with students do you devote to teaching the class as a whole?	ATBGPAC1	n/a	
TG1-07B	In a typical school week, what percentage of your time in class with students do you devote to working with individual students or small groups	ATBGPAC2	n/a	
TG1-07C	In a typical school week, what percentage of your time in class with students do you devote to administrative duties (e.g., attendance)?	ATBGPAC3	n/a	
TG1-07D	In a typical school week, what percentage of your time in class with students do you devote to maintaining discipline?	ATBGPAC4	n/a	
TG1-07E	In a typical school week, what percentage of your time in class with students do you devote to other duties?	ATBGPAC5	n/a	
TG1-08A1	In a typical week, how much time do you spend on <language of test> language instruction and/or activities? (hours)	ATBGACTH	ATBGACTH	
TG1-08A2	In a typical week, how much time do you spend on <language of test> language instruction and/or activities? (minutes)	ATBGACTM	ATBGACTM	
TG1-08B1	In a typical week, how much time do you spend on reading instruction and/or activities? (hours)	ATBGRINH	ATBGRINH	
TG1-08B2	In a typical week, how much time do you spend on reading instruction and/or activities? (minutes)	ATBGRINM	ATBGRINM	
TG1-08C	Is any of the reading instruction time for formal reading instruction?	ATBGFINR	ATBGFRIH	
TG1-08D1	How much time is explicitly for formal reading instruction? (hours)	ATBGFRDH	ATBGFRDH	
TG1-08D2	How much time is explicitly for formal reading instruction? (minutes)	ATBGFDRM	ATBGFDRM	
TG1-09	How often do you have reading instruction and/or do reading activities?	ATBGRACT	ATBGRACT	
TG1-10	Besides you, do any other teachers teach the <fourth-grade> students in this class for a significant portion of the school week?	ATBG4TCH	n/a	
TG1-11A	When you have reading instruction and/or do reading activities, how often do you teach reading as a whole-class activity?	ATBGRA01	ATBGORG1	

Exhibit S1.4 Index of International Background Variables for the PIRLS 2006 Teacher Questionnaire *(continued)*

PIRLS 2006 Question Location	Variable Description	PIRLS 2006 Variable Name	PIRLS 2001 Variable Name	Notes
TG1-11B	When you have reading instruction and/or do reading activities, how often do you create same-ability groups?	ATBGRA02	ATBGORG2	
TG1-11C	When you have reading instruction and/or do reading activities, how often do you create mixed-ability groups?	ATBGRA03	ATBGORG3	
TG1-11D	When you have reading instruction and/or do reading activities, how often do you use individualized instruction?	ATBGRA04	ATBGORG5	
TG1-11E	When you have reading instruction and/or do reading activities, how often do students work independently on an assigned plan or goal?	ATBGRA05	n/a	
TG1-11F	When you have reading instruction and/or do reading activities, how often do student work independently on a goal they choose themselves?	ATBGRA06	n/a	
TG1-12A	When you have reading instruction and/or do reading activities with the students, how often do you use textbooks?	ATBGRIA1	ATGBRES1	Combined with ATBGRIA2 in 2001
TG1-12B	When you have reading instruction and/or do reading activities with the students, how often do you use reading series?	ATBGRIA2	ATGBRES1	Combined with ATBGRIA1 in 2001
TG1-12C	When you have reading instruction and/or do reading activities with the students, how often do you use workbooks or worksheets?	ATBGRIA3	ATBGRES2	
TG1-12D	When you have reading instruction and/or do reading activities with the students, how often do you use children's newspapers or magazines?	ATBGRIA4	ASBGRES3	
TG1-12E	When you have reading instruction and/or do reading activities with the students, how often do you use computer software for reading instruction?	ATBGRIA5	ATBGRES4	
TG1-12F	When you have reading instruction and/or do reading activities with the students, how often do you use reading material on the Internet?	ATBGRIA6	ATBGRES5	
TG1-12G	When you have reading instruction and/or do reading activities with the students, how often do you use a variety of children's books?	ATBGRIA7	ATBGRES6	
TG1-12H	When you have reading instruction and/or do reading activities with the students, how often do you use materials from other subjects?	ATBGRIA8	ATBGRES7	
TG1-12I	When you have reading instruction and/or do reading activities with the students, how often do you use materials written by students?	ATBGRIA9	n/a	
TG1-13A	When you have reading instruction and/or do reading activities with the students, how often do you have them read short stories?	ATBGRTX1	ATBGTXT1, ATBGTXT2	Combined 2 variables from 2001 into 1 in 2006
TG1-13B	When you have reading instruction and/or do reading activities with the students, how often do you have them read longer books with chapters?	ATBGRTX2	ATBGTXT3	
TG1-13C	When you have reading instruction and/or do reading activities with the students, how often do you have them read poems?	ATBGRTX3	ATBGTXT4	
TG1-13D	When you have reading instruction and/or do reading activities with the students, how often do you have them read plays?	ATBGRTX4	ATBGTXT5	
TG1-13E	When you have reading instruction and/or do reading activities with the students, how often do you have them read descriptions and explanations about things, people, or events?	ATBGRTX5	ATBGTXT6	
TG1-13F	When you have reading instruction and/or do reading activities with the students, how often do you have them read instructions or manuals on how things work?	ATBGRTX6	ATBGTXT7	

Section 3 - Teacher Questionnaire

Exhibit S1.4 Index of International Background Variables for the PIRLS 2006 Teacher Questionnaire *(continued)*

PIRLS 2006 Question Location	Variable Description	PIRLS 2006 Variable Name	PIRLS 2001 Variable Name	Notes
TG1-13G	When you have reading instruction and/or do reading activities with the students, how often do you have them read charts, diagrams, or graphs?	ATBGRTX7	ATBGTX8	
TG1-14	Which of these best describes how you use reading instructional materials for students at different reading levels?	ATBGUMAT	ATBGUMAT	
TG1-15A	When you have reading instruction and/or do reading activities with the students, how often do you read aloud to the whole class?	ATBGRA1	ATBGRA1	
TG1-15B	When you have reading instruction and/or do reading activities with the students, how often do you ask students to read aloud to the whole class?	ATBGRA2	ATBGRA2	
TG1-15C	When you have reading instruction and/or do reading activities with the students, how often do you ask students to read aloud in small groups or pairs?	ATBGRA3	ATBGRA3	
TG1-15D	When you have reading instruction and/or do reading activities with the students, how often do you ask students to read silently on their own?	ATBGRA4	ATBGRA4	
TG1-15E	When you have reading instruction and/or do reading activities with the students, how often do you ask students to read along silently while other students read aloud?	ATBGRA5	ATBGRA5	
TG1-15F	When you have reading instruction and/or do reading activities with the students, how often do you give students time to read books of their own choosing?	ATBGRA6	ATBGRA6	
TG1-15G	When you have reading instruction and/or do reading activities with the students, how often do you teach or model for students different reading strategies?	ATBGRA7	ATBGRA7	
TG1-15H	When you have reading instruction and/or do reading activities with the students, how often do you teach students strategies for decoding sounds and words?	ATBGRA8	ATBGRA8	
TG1-15I	When you have reading instruction and/or do reading activities with the students, how often do you teach students new vocabulary systematically?	ATBGRA9	ATBGRA9	
TG1-15J	When you have reading instruction and/or do reading activities with the students, how often do you help students understand new vocabulary in texts they are reading?	ATBGRA10	ATBGRA10	
TG1-16A	After students have read something, how often do you ask them to answer in a workbook or worksheet reading comprehension questions about what they have read?	ATBGAF1	ATBGASK1	
TG1-16B	After students have read something, how often do you ask them to write something about or in response to what they have read?	ATBGAF2	ATBGASK2	
TG1-16C	After students have read something, how often do you ask them to answer oral questions about or orally summarize what they have read?	ATBGAF3	ATBGASK3	
TG1-16D	After students have read something, how often do you ask them to talk with each other about what they have read?	ATBGAF4	ATBGASK4	
TG1-16E	After students have read something, how often do you ask them to do a project about what they have read (e.g., a play or art project)?	ATBGAF5	ATBGASK5, ATBGASK6, ATBGASK7	Collapsed 3 variables from 2001 into 1 variable in 2006
TG1-16F	After students have read something, how often do you ask them to take a written quiz or test about what they have read?	ATBGAF6	ATBGASK8	

Exhibit S1.4 Index of International Background Variables for the PIRLS 2006 Teacher Questionnaire (continued)

PIRLS 2006 Question Location	Variable Description	PIRLS 2006 Variable Name	PIRLS 2001 Variable Name	Notes
TG1-17A	How often do you ask students to identify the main ideas of what they have read to help develop reading comprehension skills or strategies?	ATBGDEV1	ATBGDEV1	
TG1-17B	How often do you ask students to explain or support their understanding of what they have read to help develop reading comprehension skills or strategies?	ATBGDEV2	ATBGDEV2	
TG1-17C	How often do you ask students to compare what they have read with experiences that they have had to help develop reading comprehension skills or strategies?	ATBGDEV3	ATBGDEV3	
TG1-17D	How often do you ask students to compare what they have read with other things they have read to help develop reading comprehension skills or strategies?	ATBGDEV4	ATBGDEV4	
TG1-17E	How often do you ask students to make predications about what will happen next in the text to help develop reading comprehension skills or strategies?	ATBGDEV5	ATBGDEV5	
TG1-17F	How often do you ask students to make generalizations and draw inferences based on what they have read to help develop reading comprehension skills or strategies?	ATBGDEV6	ATBGDEV6	
TG1-17G	How often do you ask students to describe the style or structure of the text they have read to help develop reading comprehension skills or strategies?	ATBGDEV7	ATBGDEV7	
TG1-18	Are computers available for use by your class?	ATBGPCAV	ATBGPCAV	
TG1-18AA	Are one or more computers available in your classroom?	ATBGCA1	ATBGPC1	
TG1-18AB	Are computers available elsewhere in the school?	ATBGCA2	ATBGPC2	
TG1-18B	Do any of the computers have access to the Internet (email of World Wide Web)?	ATBGWWW	ATBGWWW	Modified wording in 2006
TG1-18CA	How often do you have students use computers to look up information on the internet?	ATBGAPC1	ATBGPCA1	
TG1-18CB	How often do you have students use computers to email or chat with other students about what they are learning?	ATBGAPC2	n/a	
TG1-18CC	How often do you have students to read stories or other texts on the computer?	ATBGAPC3	ATBGPCA2	
TG1-18CD	How often do you have students to use instructional software to develop reading skills or strategies?	ATBGAPC4	ATBGPCA3	
TG1-18CE	How often do you have students use computers to write stories or other texts?	ATBGAPC5	ATBGPCA4	
TG1-18CF	How often do you have students use the Internet to do projects with students in other schools or countries?	ATBGAPC6	ATBGPCA5	Modified wording in 2006
TG1-19	Do you have a library or reading corner in your classroom?	ATBGLICR	ATBGLICR	
TG1-19A1	About how many books with different titles are in your classroom library?	ATBGLIBK	ATBGLIBK	
TG1-19A2	About how many magazines with different titles are in your classroom library?	ATBGLIMG	ATBGLIMG	
TG1-19B	How often do you give the students in your class time to use the classroom library or reading corner?	ATBGLIUS	ATBGLIUS	
TG1-19C	Can the students borrow books from the classroom library or reading corner to take home?	ATBGLIBW	ATBGLIBW	

Section 3 - Teacher Questionnaire

Exhibit S1.4 Index of International Background Variables for the PIRLS 2006 Teacher Questionnaire (continued)

PIRLS 2006 Question Location	Variable Description	PIRLS 2006 Variable Name	PIRLS 2001 Variable Name	Notes
TG1-20	How often do you take or send the students to a library other than your classroom library?	ATBGTSSL	ATBGSDLI	Modified wording in 2006
TG1-21	How often do you assign reading as part of homework (for any subject)?	ATBGHWR1	ATBGRHW1	
TG1-22	In general, how much time do you expect students to spend on homework involving reading each time you assign it?	ATBGHWR2	ATBGRHW2	Options changed in 2006
TG1-23A	Is a <reading specialist> available to work in your classroom with those students who have difficulty with reading?	ATBGDIF1	ATBGDIF1	
TG1-23B	Is a <reading specialist> available to work in a <remedial reading classroom> with those students who have difficulty with reading?	ATBGDIF2	ATBGDIF2	
TG1-23C	Is a teacher-aide or other adult available to work in your classroom with those students who have difficulty with reading?	ATBGDIF3	ATBGDIF3	
TG1-23D	Are other professionals available to work in your classroom with those students who have difficulty with reading?	ATBGDIF4	ATBGDIF4	
TG1-24A	If a student begins to fall behind in reading, do you wait to see if performance improves with maturation?	ATBGBHR1	ATBGBRD1	
TG1-24B	If a student begins to fall behind in reading, do you spend more time working on reading individually with that student?	ATBGBHR2	ATBGBRD2	
TG1-24C	If a student begins to fall behind in reading, do you have other students work in the regular classroom on reading with the student having difficulty?	ATBGBHR3	ATBGBRD3	
TG1-24D	If a student begins to fall behind in reading, do you have the student work in the regular classroom with a teacher-aide?	ATBGBHR4	ATBGBRD4	
TG1-24E	If a student begins to fall behind in reading, do you have the student work in the regular classroom with a <reading specialist>?	ATBGBHR5	ATBGBRD5	
TG1-24F	If a student begins to fall behind in reading, do you have the student work in a <remedial reading classroom> with a <reading specialist>?	ATBGBHR6	ATBGBRD6	
TG1-24G	If a student begins to fall behind in reading, do you assign homework to help the student catch up?	ATBGHR7	n/a	
TG1-24H	If a student begins to fall behind in reading, do you ask the parents to help the student with reading?	ATBGHR8	n/a	
TG1-25A	How much emphasis do you place on diagnostic reading tests to monitor students' progress in reading?	ATBGMSR1	ATBGPRO1	
TG1-25B	How much emphasis do you place on classroom tests to monitor students' progress in reading?	ATBGMSR2	ATBGPRO2	
TG1-25C	How much emphasis do you place on national or regional achievement tests to monitor students' progress in reading?	ATBGMSR3	ATBGPRO3	
TG1-25D	How much emphasis do you place on your professional judgment to monitor students' progress in reading?	ATBGMSR4	ATBGPRO4	Modified wording in 2006
TG1-26AA	How often do you use multiple-choice questions on material read to assess students' performance in reading?	ATBGASP1	ATBGPFM1	
TG1-26AB	How often do you use short-answer written questions on material read to assess students' performance in reading?	ATBGASP2	ATBGPFM2	
TG1-26AC	How often do you use paragraph-length written questions on material read to assess students' performance in reading?	ATBGASP3	ATBGPFM3	

Exhibit S1.4 Index of International Background Variables for the PIRLS 2006 Teacher Questionnaire (continued)

PIRLS 2006 Question Location	Variable Description	PIRLS 2006 Variable Name	PIRLS 2001 Variable Name	Notes
TG1-26AD	How often do you listen to students read aloud to assess students' performance in reading?	ATBGASP4	ATBGPFM4	
TG1-26AE	How often do you use oral questioning of students on material read to assess students' performance in reading?	ATBGASP5	ATBGPFM6	
TG1-26AF	How often do you use oral summaries/reports on material read to assess students' performance in reading?	ATBGASP6	ATBGPFM7	
TG1-26AG	How often do you meet with students to discuss what they have been reading and work they have done to assess students' performance in reading?	ATBGASP7	ATBGPFM8	
TG1-26BA	Do you use assessments of students' performance in reading to assign marks or grades?	ATBGUIN1	n/a	
TG1-26BB	Do you use assessments of students' performance in reading to adapt instruction?	ATBGUIN2	n/a	
TG1-26BC	Do you use assessments of students' performance in reading to inform parents of student progress?	ATBGUIN3	n/a	
TG1-26BD	Do you use assessments of students' performance in reading to identify students in need of remediation?	ATBGUIN4	n/a	
TG1-26BE	Do you use assessments of students' performance in reading to group students for instruction?	ATBGUIN5	n/a	
TG1-26BF	Do you use assessments of students' performance in reading to provide data for national or local monitoring?	ATBGUIN6	n/a	
TG1-27	How much are portfolios a part of your assessment of students' progress in reading?	ATBGPFOL	ATBGPFOL	
TG1-28A	For the typical <fourth-grade> student in this class, how often do you meet or talk individually with the child's parents to discuss his/her progress in reading?	ATBGPCO1	ATBGPAR1	Modified wording in 2006
TG1-28B	For the typical <fourth-grade> student in this class, how often do you send a progress report on the child's reading home to his/her parents?	ATBGPCO2	ATBGPAR2	Modified wording in 2006
TG1-29	By the end of this school year, how many years will you have been teaching altogether?	ATBGTAUG	ATBGTAUG	
TG1-30	By the end of this school year, how many years will you have been teaching <fourth-grade>?	ATBG4TAU	ATBG4TAU	
TG1-31	How old are you?	ATBGAGE	ATBGAGE	
TG1-32	Are you male or female?	ATBGSEX	ATBGSEX	
TG1-33	What is the highest level of formal education you have completed?	ATBGHLE	ATBGEDUC	Options changed in 2006
TG1-34A	Are you certified to teach?	ATBGTCR	ATBGCERT	Modified wording in 2006
TG1-34B	(If "yes" to 34a)...What type of license or certificate do you hold?	ATBGTCR1	n/a	
TG1-35A	As part of your formal education and/or training, to what extent did you study <language of test> language?	ATBGEAR1	ATBGARE1	
TG1-35B	As part of your formal education and/or training, to what extent did you study literature?	ATBGEAR2	ATBGARE2	
TG1-35C	As part of your formal education and/or training, to what extent did you study pedagogy/teaching reading?	ATBGEAR3	ATBGARE3	
TG1-35D	As part of your formal education and/or training, to what extent did you study psychology?	ATBGEAR4	ATBGARE4	

Section 3 - Teacher Questionnaire

Exhibit S1.4 Index of International Background Variables for the PIRLS 2006 Teacher Questionnaire (continued)

PIRLS 2006 Question Location	Variable Description	PIRLS 2006 Variable Name	PIRLS 2001 Variable Name	Notes
TG1-35E	As part of your formal education and/or training, to what extent did you study remedial reading?	ATBGEAR5	ATBGARE5	
TG1-35F	As part of your formal education and/or training, to what extent did you study reading theory?	ATBGEAR6	ATBGARE6	
TG1-35G	As part of your formal education and/or training, to what extent did you study children's language development?	ATBGEAR7	ATBGARE7	
TG1-35H	As part of your formal education and/or training, to what extent did you study special education?	ATBGEAR8	ATBGARE8	
TG1-35I	As part of your formal education and/or training, to what extent did you study second language learning?	ATBGEAR9	n/a	
TG1-36	In the past two years, how many hours in total have you spent in <in-service/professional development> workshops or seminars that dealt directly with reading or teaching reading?	ATBGSEMI	ATBGSEMI	
TG1-37A	For your professional development, about how often do you read books or professional journals related to teaching in general?	ATBGRDP1	ATBGRD1	
TG1-37B	For your professional development, about how often do you read books or professional journals related to teaching reading?	ATBGRDP2	ATBGRD2	
TG1-37C	For your professional development, about how often do you read children's books?	ATBGRDP3	ATBGRD3	
TG1-38	When you are at home, how often do you read for enjoyment?	ATBGRDJY	ATBGRRE2	
TG1-39	Do you work full time or part time?	ATBGWRK	n/a	
TG1-40	Where do you prepare materials for instruction?	ATBGPMR	n/a	
TG1-41A	How much do you agree with the statement, "I am content with my profession as a teacher"?	ATBGSAT1	n/a	
TG1-41B	How much do you agree with the statement, "I am satisfied with being a teacher at this school"?	ATBGSAT2	n/a	
TG1-41C	How much do you agree with the statement, "I would describe the teachers at this school as a satisfied group"?	ATBGSAT3	n/a	
TG1-41D	How much do you agree with the statement, "I had more enthusiasm when I began teaching than I have now"?	ATBGSAT4	n/a	
TG1-41E	How much do you agree with the statement, "I do important work as a teacher"?	ATBGSAT5	n/a	

Students in this Class

1 _____

a. How many students are in this class?

_____students
Write in a number.

b. How many of the students in #1a are in <fourth grade>?

_____<fourth-grade> students
Write in a number.

Questions 2-6 ask about the <fourth-grade> students in this class.

2 _____

By the end of the school year how many years in total will you have been teaching the <fourth-grade> students in this class?

Check **one** circle only.

- One year or less ---
- Two years ----
- Three years ----
- Four years or more ----

3 _____

According to your experience, how would you describe the reading level of the <fourth-grade> students in this class?

Check **one** circle only.

- Most are above average ----
- Most are average ----
- Most are below average ----
- Reading level varies greatly ----

4 _____

How many students experience difficulties understanding spoken <language of test>?

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

5 _____

a. How many students need <remedial> instruction in reading?

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

b. How many of the students in #5a receive <remedial> instruction in reading?

_____students
Write in a number.

6 _____

a. Is there any provision for <enrichment> reading instruction in your school?

Check **one** circle only.

- Yes ----
 - No ----
- (If No, go to #7)

If Yes...

b. How many students receive <enrichment> reading instruction because they are advanced readers?

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

ATBGCSTD

ATBG4STD

ATBG4TOT

ATBGRLEV

ATBGDIFU

ATBGNIND

ATBGRGIN

ATBGERCN

ATBGRGEN

<Language of Test> Language and Reading Instruction

7 **In a typical school week, what percentage of your time in class with students do you devote to the following activities?**

Write a percentage for each.

- ATBGPAC1 a) Teaching the class as a whole----- %
- ATBGPAC2 b) Working with individual students or small groups ----- %
- ATBGPAC3 c) Administrative duties (e.g., attendance)----- %
- ATBGPAC4 d) Maintaining discipline ----- %
- ATBGPAC5 e) Other duties ----- %

Total = 100 %

Questions 8-9 ask about <language of test> language instruction for the <fourth-grade> students in this class.

8 **In a typical week, how much time do you spend on <language of test> language instruction and/or activities with the students?**

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

_____ hours and _____ minutes per week
Write in the hours and minutes.

b. 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.

_____ hours and _____ minutes per week
Write in the hours and minutes.

c. Is any of the time in #8b explicitly for formal reading instruction?

Check one circle only.

Yes ----

No ----

(If No, go to #9)

If Yes...

d. How much time is explicitly for formal reading instruction?

_____ hours and _____ minutes per week
Write in the hours and minutes.

ATBGACTH
ATBGACTM

ATBGRINH
ATBGRINM

ATBGFINR

ATBGFRDH
ATBGFDRM

ATBGRAC T

9 **How often do you have reading instruction and/or do reading activities with the students?**

Check **one** circle only.

- Every day ----
- Three or four days a week ----
- Fewer than three days a week ----

ATBGR4TCH

10 **Besides you, do any other teachers teach the <fourth-grade> students in this class for a significant portion of the school week?**

Check **one** circle only.

- No, I am the students' teacher for all or most of the school week -----
- Yes, the students have specialist teachers for core subjects (e.g., math, science, language)-----
- Yes, I share teaching responsibilities with one other teacher (e.g., team teaching, job sharing)-----
- Other -----

Questions 11-17 ask about reading instruction for the <fourth-grade> students in this class.

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

Check **one** circle for each line.

- Always or almost always
Often
Sometimes
Never
- a) I teach reading as a whole-class activity -----
 - b) I create same-ability groups --
 - c) I create mixed-ability groups -
 - d) I use individualized instruction for reading -----
 - e) Students work independently on an assigned plan or goal --
 - f) Students work independently on a goal they choose themselves -----

ATBGRA01

ATBGRA02

ATBGRA03

ATBGRA04

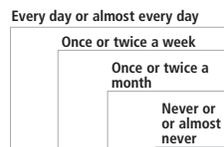
ATBGRA05

ATBGRA06

12

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

Check **one** circle for each line.

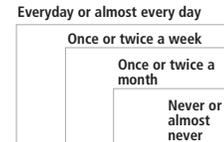


- ATBGRIA1 a) Textbooks-----○ ○ ○ ○
- ATBGRIA2 b) Reading series (e.g., basal readers, graded readers)-----○ ○ ○ ○
- ATBGRIA3 c) Workbooks or worksheets ----○ ○ ○ ○
- ATBGRIA4 d) Children's newspapers and/or magazines -----○ ○ ○ ○
- ATBGRIA5 e) Computer software for reading instruction (e.g., CD, DVD)-----○ ○ ○ ○
- ATBGRIA6 f) Reading material on the Internet (Web pages) -----○ ○ ○ ○
- ATBGRIA7 g) A variety of children's books (e.g., novels, collections of stories, non-fiction)-----○ ○ ○ ○
- ATBGRIA8 h) Materials from other subjects -----○ ○ ○ ○
- ATBGRIA9 i) Materials written by students-----○ ○ ○ ○

13

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?

Check **one** circle for each line.



- a) Short stories (e.g., fables, fairy tales, action stories, science fiction, detective stories) -----○ ○ ○ ○
- b) Longer books with chapters (fiction) -----○ ○ ○ ○
- c) Poems -----○ ○ ○ ○
- d) Plays-----○ ○ ○ ○
- e) Descriptions and explanations about things, people, or events (non-fiction) -----○ ○ ○ ○
- f) Instructions or manuals about how things work -----○ ○ ○ ○
- g) Charts, diagrams, graphs-----○ ○ ○ ○

- ATBGRTX1
- ATBGRTX2
- ATBGRTX3
- ATBGRTX4
- ATBGRTX5
- ATBGRTX6
- ATBGRTX7

14

Which of these best describes how you use reading instructional materials for students at different reading levels?

Check **one** circle only.

- I use the same materials with all students because all students are at the same reading level -----○
- I use the same materials with students at different reading levels, but have the students work at different speeds-----○
- I use the same materials with all students regardless of reading level and have students work at the same speed -----○
- I use different materials with students at different reading levels-----○

ATBGMAT

15

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

Check **one** circle for each line.

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

- | | | | | | |
|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|
| ATBGRA1 | a) Read aloud to the class ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ATBGRA2 | b) Ask students to read aloud to the whole class ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ATBGRA3 | c) Ask students to read aloud in small groups or pairs ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ATBGRA4 | d) Ask students to read silently on their own ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ATBGRA5 | e) Ask students to read along silently while other students read aloud ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ATBGRA6 | f) Give students time to read books of their own choosing ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ATBGRA7 | g) Teach or model for students different reading strategies (for example, skimming/scanning, self-monitoring) ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ATBGRA8 | h) Teach students strategies for decoding sounds and words ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ATBGRA9 | i) Teach students new vocabulary systematically ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ATBGRA10 | j) Help students understand new vocabulary in texts they are reading ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

16

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

Check **one** circle for each line.

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

- | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| a) Answer reading comprehension questions in a workbook or on a worksheet about what they have read ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Write something about or in response to what they have read ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Answer oral questions about or orally summarize what they have read ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) Talk with each other about what they have read ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) Do a project about what they have read (e.g., a play or art project) ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) Take a written quiz or test about what they have read ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

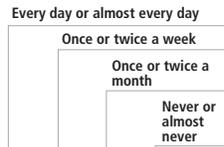
- ATBGAFT1
- ATBGAFT2
- ATBGAFT3
- ATBGAFT4
- ATBGAFT5
- ATBGAFT6

Computer and Library Resources

17

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

Check **one** circle for each line.



ATBGDEV1
ATBGDEV2
ATBGDEV3
ATBGDEV4
ATBGDEV5
ATBGDEV6
ATBGDEV7

- a) Identify the main ideas of what they have read-----○-----○-----○-----○
- b) Explain or support their understanding of what they have read-----○-----○-----○-----○
- c) Compare what they have read with experiences they have had-----○-----○-----○-----○
- d) Compare what they have read with other things they have read-----○-----○-----○-----○
- e) Make predictions about what will happen next in the text they are reading-----○-----○-----○-----○
- f) Make generalizations and draw inferences based on what they have read-----○-----○-----○-----○
- g) Describe the style or structure of the text they have read-----○-----○-----○-----○

18

Are computers available for use by your class?

Yes ----○
No ----○-----> (If No, go to #19)

ATBGPCAV

If Yes,

a. Where are computers available for use by your class?

Check **one** circle for each line.



- a) One or more computers available in the classroom-----○-----○
- b) Available elsewhere in the school or nearby-----○-----○

ATBGCA1
ATBGCA2
ATBGWWW

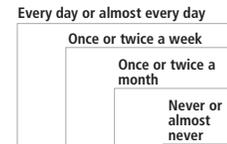
b. Do any of the computers have access to the Internet (e-mail or World Wide Web)?

Check **one** circle only.

Yes ----○
No ----○

c. How often do you have students do the following computer activities?

Check **one** circle for each line.



- a) Look up information on the Internet-----○-----○-----○-----○
- b) E-mail or chat with other students about what they are learning-----○-----○-----○-----○
- c) Read stories or other texts on the computer-----○-----○-----○-----○
- d) Use instructional software to develop reading skills and strategies-----○-----○-----○-----○
- e) Use the computer to write stories or other texts-----○-----○-----○-----○
- f) Use the internet to do projects with students in other schools or countries-----○-----○-----○-----○

ATBGAPC1
ATBGAPC2
ATBGAPC3
ATBGAPC4
ATBGAPC5
ATBGAPC6

ATBGLICR

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

Check **one** circle only.

Yes ----

No ----

(If No, go to #20) 

20 **How often do you take or send the students to a library other than your classroom library?**

Check **one** circle only.

Every day or almost every day ---

Once or twice a week ----

Once or twice a month ----

Never or almost never ----

ATBGTSSL

ATBGLIBK
ATBGLIMG

If Yes,

a. About how many books and magazines with different titles are in your classroom library?

_____ different titles of books
Write in a number.

_____ magazines
Write in a number. (Count each title only once)

ATBGLIUS

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

Check **one** circle only.

Every day or almost every day --

Once or twice a week ----

Once or twice a month ----

Never or almost never ----

ATBGLIBW

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

Check **one** circle only.

Yes ----

No ----

Homework

Reading Difficulties

Questions 21-22 ask about homework for the <fourth-grade> students in this class.

Questions 23-24 ask about how you deal with reading difficulties of <fourth-grade> students in this class.

ATBGHWR1

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

Check **one** circle only.

- I do not assign reading for homework ---- (Go to #23)
- Less than once a week ----
- 1 or 2 times a week ----
- 3 or 4 times a week ----
- Every day ----

ATBGHWR2

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

Check **one** circle only.

- 15 minutes or less ----
- 16-30 minutes ----
- 31-60 minutes ----
- more than 60 minutes ----

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

Check **one** circle for each line.

- a) A <reading specialist> is available to work in my classroom with those students----- Always Sometimes Never
- b) A <reading specialist> is available to work in a <remedial reading classroom> with those students----- Always Sometimes Never
- c) A teacher-aide or other adult is available to work in my classroom with those students----- Always Sometimes Never
- d) Other professionals (e.g., learning specialist, speech therapist) are available to work with those students----- Always Sometimes Never

ATBGDIF1

ATBGDIF2

ATBGDIF3

ATBGDIF4

Assessment

24

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

Check **one** circle for each line.

ATBGBHR1
ATBGBHR2
ATBGBHR3
ATBGBHR4
ATBGBHR5
ATBGBHR6
ATBGBHR7
ATBGBHR8

- Yes No
- a) I wait to see if performance improves with maturation-----
 - b) I spend more time working on reading individually with that student -----
 - c) I have other students work on reading with the student having difficulty -----
 - d) I have the student work in the regular classroom with a teacher-aide -----
 - e) I have the student work in the regular classroom with a <reading specialist> -----
 - f) I have the student work in a remedial reading classroom with a <reading specialist> -----
 - g) I assign homework to help the student catch up-----
 - h) I ask the parents to help the student with reading-----

25

Questions 25-27 ask about assessment for the <fourth-grade> students in this class.

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

Check **one** circle for each line.

- Major emphasis
Some emphasis
Little or no emphasis
- a) Diagnostic reading tests (including miscue analysis)-----
 - b) Classroom tests (for example, teacher-made or textbook tests)-----
 - c) National or regional achievement tests -----
 - d) Your professional judgment -----

ATBGM SR1
ATBGM SR2
ATBGM SR3
ATBGM SR4

26

a. How often do you use each of the following to assess students' performance in reading?

Check **one** circle for each line.

		At least once a week Once or twice a month Once or twice a year Never
ATBGASP1	a) Multiple-choice questions on material read-----	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>
ATBGASP2	b) Short-answer written questions on material read ---	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>
ATBGASP3	c) Paragraph-length written responses about what students have read-----	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>
ATBGASP4	d) Listening to students read aloud -----	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>
ATBGASP5	e) Oral questioning of students -	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>
ATBGASP6	f) Students give an oral summary/report of what they have read -----	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>
ATBGASP7	g) Meeting with students to discuss what they have been reading and work they have done-----	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>

27

How much are portfolios (collection of samples of students' work, a reading log, etc.) a part of your assessment of students' progress in reading?

Check **one** circle only.

Major source ----

Supplementary source ----

Do not use at all ----

b. How do you use this information?

Check **one** circle for each line.

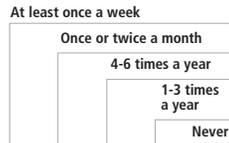
		Yes No
ATBGUIN1	a) To assign marks or grades -----	<input type="radio"/> <input checked="" type="radio"/>
ATBGUIN2	b) To adapt my instruction -----	<input type="radio"/> <input checked="" type="radio"/>
ATBGUIN3	c) To inform parents of student progress-----	<input type="radio"/> <input checked="" type="radio"/>
ATBGUIN4	d) To identify students in need of remedial instruction -----	<input type="radio"/> <input checked="" type="radio"/>
ATBGUIN5	e) To group students for instruction -----	<input type="radio"/> <input checked="" type="radio"/>
ATBGUIN6	f) To provide data for national or local monitoring-----	<input type="radio"/> <input checked="" type="radio"/>

Home and School

28

For the typical <fourth-grade> student in this class, how often do you do these things?

Check **one** circle for each line.



- a) Meet or talk individually with the child's parents to discuss his/her progress in reading ...
- b) Send a progress report on the child's reading home to his/her parents

ATBGPC01

ATBGPC02

About You

29

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

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

ATBGTAUG

30

By the end of this school year, how many years in total will you have been teaching <fourth grade>?

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

ATBG4TAU

31

How old are you?

Check **one** circle only.

- Under 25 ----
- 25-29 ----
- 30-39 ----
- 40-49 ----
- 50-59 ----
- 60 or more ----

ATBGAGE

32

Are you female or male?

- Female ----
- Male ----

ATBGSEX

ATBGHLE

33

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

Check **one** circle only.

- Did not complete <ISCED Level 3> ----
- Finished <ISCED Level 3> ----
- Finished <ISCED Level 4> ----
- Finished <ISCED Level 5B> ----
- Finished <ISCED Level 5A, first degree> ----
- Finished <ISCED Level 5A, second degree> or higher ----

34

Are you certified to teach?

Check **one** circle only.

Yes ----

No ----

(If No, go to #35)

If Yes...

What type of license or certificate do you hold?

Check **one** circle only.

- <Full certificate> ----
- <Provisional certificate> ----
- <Emergency certificate> ----
- Other ----

ATBGTCT1

35

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

Check **one** circle for each line.

- a) <Language of test> language -----
 - Not at all
 - Overview or introduction to topic
 - It was an area of emphasis
- b) Literature -----
- c) Pedagogy/teaching reading -----
- d) Psychology -----
- e) Remedial reading -----
- f) Reading theory -----
- g) Children's language development -----
- h) Special education -----
- i) Second language learning ----

ATBGEAR1

ATBGEAR2

ATBGEAR3

ATBGEAR4

ATBGEAR5

ATBGEAR6

ATBGEAR7

ATBGEAR8

ATBGEAR9

36

In the past two years, how many hours in total have you spent in <in-service/professional development> workshops or seminars that dealt directly with reading or teaching reading (e.g., reading theory, instructional methods)?

Check **one** circle only.

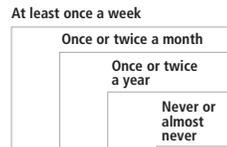
- None ----
- Less than 6 hours ----
- 6-15 hours ----
- 16-35 hours ----
- More than 35 hours ----

ATBGSEMI

37

For your professional development, about how often do you read each of the following?

Check **one** circle for each line.



- a) Books or professional journals related to teaching in general -----○-----○-----○-----○
- b) Books or professional journals related to teaching reading -----○-----○-----○-----○
- c) Children's books -----○-----○-----○-----○

ATBGRDP1

ATBGRDP2

ATBGRDP3

38

When you are at home, how often do you read for enjoyment?

Check **one** circle only.

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

ATBGRDJY

39

Do you work full time or part time?

Check **one** circle only.

- Full time ----○
- Part time ----○

ATBGWRK

40

Where do you prepare materials for instruction?

Check **one** circle only.

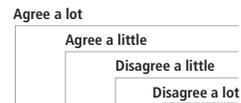
- Only at home ----○
- Mostly at home ----○
- About equally at home and at school ----○
- Mostly at school ----○
- Only at school ----○

ATBGPMPR

41

How much do you agree with the following statements?

Check **one** circle for each line.



- a) I am content with my profession as a teacher -----○-----○-----○-----○
- b) I am satisfied with being a teacher at this school -----○-----○-----○-----○
- c) I would describe the teachers at this school as a satisfied group -----○-----○-----○-----○
- d) I had more enthusiasm when I began teaching than I have now -----○-----○-----○-----○
- e) I do important work as a teacher -----○-----○-----○-----○

ATBGSAT1

ATBGSAT2

ATBGSAT3

ATBGSAT4

ATBGSAT5

42

About how long did it take you complete this questionnaire?

_____minutes
Write in a number.

ATBGCOMP

Section 4

School Questionnaire

Section 4 - School Questionnaire

Exhibit S1.5 Index of International Background Variables for the PIRLS 2006 School Questionnaire

PIRLS 2006 Question Location	Variable Description	PIRLS 2006 Variable Name	PIRLS 2001 Variable Name	Notes
CG1-01	What is the total enrollment of students in your school as of <first day of month PIRLS testing begins, 2006>?	ACBGENR	ACBGBENR, ACBGGENR	Separate for boys and girls in 2001
CG1-02	What is the total enrollment of <fourth grade> students in your school as of <first day of month PIRLS testing begins, 2006>?	ACBG4ENR	ACBGG4EN, ACBGB4EN	Separate for boys and girls in 2001
CG1-03	What is the size of the town or city in which your school is located?	ACBGCTAS	ACBGCLOS	
CG1-04	How would you characterize the area in which your school is located?	ACBGCOMM	ACBGCOMM	
CG1-05	For the <fourth-grade> students in your school, about how many students receive free or reduced-price lunch?	ACGBLUN	n/a	
CG1-06A	Approximately what percentage of students in your school come from economically disadvantaged homes?	ACBGPST1	ACBGPSS1	
CG1-06B	Approximately what percentage of students in your school come from economically affluent homes?	ACBGPST2	ACBGPSS2	
CG1-06C	Approximately what percentage of students in your school receive instruction in their home language (not <language of the test>) for at least part of the day?	ACBGPST3	ACBGPSS4	
CG1-06D	Approximately what percentage of grades 1-4 students in your school do not speak <language of the test> as their first language?	ACBGPST4	ACBGPSS1	
CG1-07A	How many days per year is your school open for instruction for <fourth-grade> students?	ACBGIDY	ACBGIDY	
CG1-07B1	What is the total number of instructional hours, excluding breaks, in a typical day for <fourth-grade> students in your school?	ACBGIHD	ACBGIHD	
CG1-07B2	What is the total number of instructional minutes, excluding breaks, in a typical day for <fourth-grade> students in your school?	ACBGIMD	ACBGIMD	
CG1-07C	In one calendar week, how many days is the school open for instruction for <fourth-grade> students?	ACBGIDW	ACBGIDW	Options added in 2006
CG1-08A	Does your school offer the following for the <fourth-grade> student in your school?	ACBGOFIT	n/a	
CG1-08A1	(If yes to 08a)...How many students participate?	ACBGOFI1	n/a	
CG1-08B1	(If yes to 08b)...How many students participate?	ACBGOFI1	n/a	
CG1-09A	About how many of the students in your school can recognize most of the letters of the alphabet when they begin <first year of formal schooling>?	ACBG1GR1	ACBG1GR1	
CG1-09B	About how many of the students in your school can read some words when they begin <first year of formal schooling>?	ACBG1GR2	ACBG1GR2	
CG1-09C	About how many of the students in your school can read sentences when they begin <first year of formal schooling>?	ACBG1GR3	ACBG1GR3	
CG1-09D	About how many of the students in your school can write letters of the alphabet when they begin <first year of formal schooling>?	ACBG1GR4	ACBG1GR4	
CG1-09E	About how many of the students in your school can write some words when they begin <first year of formal schooling>?	ACBG1GR5	ACBG1GR5	
CG1-10A	Compared with other areas of the curriculum, how much emphasis does your school place on teaching reading skills to students in grades <1-4>?	ACBGACU1	ACBGACU1	

Exhibit S1.5 Index of International Background Variables for the PIRLS 2006 School Questionnaire *(continued)*

PIRLS 2006 Question Location	Variable Description	PIRLS 2006 Variable Name	PIRLS 2001 Variable Name	Notes
CG1-10B	Compared with other areas of the curriculum, how much emphasis does your school place on teaching writing (not handwriting) skills to students in grades 1-4?	ACBGACU2	ACBGCUR2	
CG1-10C	Compared with other areas of the curriculum, how much emphasis does your school place on teaching speaking/listening (oral language) skills to students in grades 1-4?	ACBGACU3	ACBGCUR3	
CG1-11A	Does your school have its own written statement of reading curriculum to be taught in the school (in addition to the national or regional curriculum guides)?	ACBGRWS	ACBGRWS	
CG1-11B	Does your school have informal initiatives to encourage reading among students (book clubs, independent reading contests, school-wide recreational reading periods)?	ACBGRII	ACBGRII	
CG1-11C	Does your school have school-based programs for teachers geared towards the improvement of reading instruction?	ACBGRSP	ACBGRSP	
CG1-11D	Does your school have a policy to coordinate reading instruction across <fourth grade and below>?	ACBGRGL	ACBGPOL	Modified wording in 2006
CG1-12A	How does your school use reading series (basal readers, graded readers) in your reading instructional program for students in <fourth grade and below>?	ACBGMA1	ACBGMA1	
CG1-12B	How does your school use textbooks in your reading instructional program for students in <fourth grade and below>?	ACBGMA2	ACBGMA2	
CG1-12C	How does your school use a variety of children's books in your reading instructional program for students in <fourth grade and below>?	ACBGMA3	ACBGMA3	
CG1-12D	How does your school use materials from different curricular areas in your reading instructional program for students in <fourth grade and below>?	ACBGMA4	ACBGMA4	
CG1-12E	How does your school use children's newspapers and/or magazines in your reading instructional program for students in <fourth grade and below>?	ACBGMA5	ACBGMA5	
CG1-12F	How does your school use computer programs that teach students to read in your reading instructional program for students in <fourth grade and below>?	ACBGMA6	n/a	
CG1-13A	At which grade does knowing letters of the alphabet first receive a major emphasis in instruction in your school?	ACBGME01	ACBGME1	
CG1-13B	At which grade does knowing letter-sound relationships first receive a major emphasis in instruction in your school?	ACBGME02	ACBGME2	
CG1-13C	At which grade does reading words first receive a major emphasis in instruction in your school?	ACBGME03	ACBGME3	
CG1-13D	At which grade does reading isolated sentences first receive a major emphasis in instruction in your school?	ACBGME04	ACBGME4	
CG1-13E	At which grade does reading connected text first receive a major emphasis in instruction in your school?	ACBGME05	ACBGME5	
CG1-13F	At which grade does identifying the main idea of the text first receive a major emphasis in instruction in your school?	ACBGME06	ACBGME6	
CG1-13G	At which grade does explaining or supporting understanding of the text first receive a major emphasis in instruction in your school?	ACBGME07	ACBGME7	
CG1-13H	At which grade does comparing text with personal experience first receive a major emphasis in instruction in your school?	ACBGME08	ACBGME8	

Section 4 - School Questionnaire

Exhibit S1.5 Index of International Background Variables for the PIRLS 2006 School Questionnaire (continued)

PIRLS 2006 Question Location	Variable Description	PIRLS 2006 Variable Name	PIRLS 2001 Variable Name	Notes
CG1-13I	At which grade does comparing different texts first receive a major emphasis in instruction in your school?	ACBGME09	ACBGME9	
CG1-13J	At which grade does making predictions about what will happen next in text first receive a major emphasis in instruction in your school?	ACBGME10	ACBGME10	
CG1-13K	At which grade does making generalizations and inferences based on text first receive a major emphasis in instruction in your school?	ACBGME11	ACBGME11	
CG1-13L	At which grade does describing style and structure of text first receive a major emphasis in instruction in your school?	ACBGME12	ACBGME12	
CG1-14	For students in <fourth grade and below>, does your school make provisions for reading instruction in mother tongue for students whose mother tongue is not <language of test>?	ACBGTONG	n/a	
CG1-15	Does your school have a library?	ACBGLI	ACBGLI	
CG1-15A	Approximately how many books with different titles does your school library have (exclude magazines and periodicals)?	ACBGLIBC	ACBGLIBC	
CG1-15B	Approximately how many titles of magazines and other periodicals does your school library have?	ACBGLIBM	ACBGLIBM	
CG1-16	What is the total number of computers that can be used for instructional purposes by <fourth-grade> students?	ACBGCMP1	ACBGCMP1	
CG1-17A	Does your school provide teachers with a workspace in the classroom?	ACBGFAC1	n/a	
CG1-17B	Does your school provide teachers with a workspace shared by several teachers?	ACBGFAC2	n/a	
CG1-17C	Does your school provide teachers with a separate workspace for each teacher (e.g., office)?	ACBGFAC3	n/a	
CG1-18A	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of instructional staff?	ACBGS11	ACBGST1	
CG1-18B	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of teachers with a specialization in reading?	ACBGS12	ACBGST2	Modified wording in 2006
CG1-18C	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of second language teachers?	n/a		
CG1-18D	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of instructional materials (e.g., textbooks)?	ACBGS14	ACBGST3	
CG1-18E	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of supplies (e.g., papers, pencils)?	ACBGS15	ACBGST4	
CG1-18F	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of school buildings and grounds?	ACBGS16	ACBGST5	
CG1-18G	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of heating/cooling and lighting systems?	ACBGS17	ACBGST6	
CG1-18H	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of instructional space (e.g., classrooms)?	ACBGS18	ACBGST7	
CG1-18I	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of special equipment for physically disabled students?	ACBGS19	ACBGST8	
CG1-18J	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of computers for instructional purposes?	ACBGS110	ACBGST9	

Exhibit S1.5 Index of International Background Variables for the PIRLS 2006 School Questionnaire (continued)

PIRLS 2006 Question Location	Variable Description	PIRLS 2006 Variable Name	PIRLS 2001 Variable Name	Notes
CG1-18K	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of computer software for instructional purposes?	ACBGSI11	ACBGST10	
CG1-18L	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of computer support staff?	ACBGSI12	ACBGST11	
CG1-18M	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of library books?	ACBGSI13	ACBGST12	
CG1-18N	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of audio-visual resources?	ACBGSI14	ACBGST13	
CG1-19A	Are adult literacy programs for <language of test> speakers available at your school site for the children and families in your school?	ACBGPRS1	ACBGPRG1	Combined with ACBGPRS2 in 2001
CG1-19B	Are adult literacy programs for non-<language of test> speakers available at your school site for the children and families in your school?	ACBGPRS2	ACBGPRG1	Combined with ACBGPRS1 in 2001
CG1-19C	Are parent education programs (e.g., classes on child development, education on being a parent) available at your school site for the children and families in your school?	ACBGPRS3	ACBGPRG2	
CG1-19D	Are health or social services available at your school site for the children and families in your school?	ACBGPRS4	ACBGPRG4	
CG1-20A	How often are teacher-parent conferences provided by your school for <fourth-grade> students and/or their families?	ACBGPRO1	ACBG4FA1	
CG1-20B	How often are letters, calendars, newsletters, etc. sent home by your school for <fourth-grade> students and/or their families?	ACBGPRO2	ACBG4FA2	
CG1-20C	How often are written reports (report cards or portfolios) of child's performance sent home by your school for <fourth-grade> students and/or their families?	ACBGPRO3	ACBG4FA3	
CG1-20D	How often are events at school to which parents are invited provided by your school for <fourth-grade> students and/or their families?	ACBGPRO4	ACBG4FA5	
CG1-21A	Approximately what percentage of students in your school have parents or guardians who volunteer regularly to help in the classroom or another part of the school?	ACBGPAR1	ACBGPAR1	
CG1-21B	Approximately what percentage of students in your school have parents or guardians who attend teacher-parent conferences?	ACBGPAR2	ACBGPAR2	
CG1-21C	Approximately what percentage of students in your school have parents or guardians who attend cultural, sporting, or social events at the school?	ACBGPAR3	ACBGPAR3	
CG1-22A	How would you characterize teacher job satisfaction within your school?	ACBGCHA1	ACBGCHA1	
CG1-22B	How would you characterize teachers' expectations for student achievement within your school?	ACBGCHA2	ACBGCHA2	
CG1-22C	How would you characterize parental support for student achievement within your school?	ACBGCHA3	ACBGCHA3	
CG1-22D	How would you characterize students' regard for school property within your school?	ACBGCHA4	ACBGCHA4	
CG1-22E	How would you characterize students' desire to do well in school within your school?	ACBGCHA5	ACBGCHA5	

Section 4 - School Questionnaire

Exhibit S1.5 Index of International Background Variables for the PIRLS 2006 School Questionnaire (continued)

PIRLS 2006 Question Location	Variable Description	PIRLS 2006 Variable Name	PIRLS 2001 Variable Name	Notes
CG1-22F	How would you characterize students' regard for each other's welfare?	ACBGCHA6	n/a	
CG1-23A	To what degree is student tardiness a problem in your school?	ACBGPB1	ACBGPB1	
CG1-23B	To what degree is student absenteeism a problem in your school?	ACBGPB2	ACBGPB2	
CG1-23C	To what degree is classroom disturbance a problem in your school?	ACBGPB3	ACBGPB3	
CG1-23D	To what degree is cheating a problem in your school?	ACBGPB4	ACBGPB4	
CG1-23E	To what degree is profanity a problem in your school?	ACBGPB5	ACBGPB5	
CG1-23F	To what degree is vandalism a problem in your school?	ACBGPB6	ACBGPB6	
CG1-23G	To what degree is theft a problem in your school?	ACBGPB7	ACBGPB7	
CG1-23H	To what degree is intimidation or verbal abuse among students a problem in your school?	ACBGPB8	ACBGPB8	
CG1-23I	To what degree are physical conflicts among students a problem in your school?	ACBGPB9	ACBGPB9	
CG1-23J	To what degree is drug abuse a problem in your school?	ACBGPB10	ACBGPB10	In carets <> in 2001
CG1-23K	To what degree are weapons a problem in your school?	ACBGPB11	ACBGPB11	In carets <> in 2001
CG1-23L	To what degree is racism a problem in your school?	ACBGPB12	ACBGPB12	In carets <> in 2001
CG1-24	Does your school have an official policy related to promoting cooperation and collaboration among teachers?	ACBGCOOP	ACBGCOOP	
CG1-25	About how often do the teachers in your school have formally scheduled time to meet to share or develop instructional materials and approaches?	ACBGDEV	n/a	
CG1-26AA	As principal of this school, approximately what percentage of your time is devoted to developing curriculum and pedagogy for your school?	ACBGACT1	ACBGACT1	
CG1-26AB	As principal of this school, approximately what percentage of your time is devoted to managing staff/staff development?	ACBGACT2	ACBGACT2	
CG1-26AC	As principal of this school, approximately what percentage of your time is devoted to administrative duties?	ACBGACT3	ACBGACT3	
CG1-26AD	As principal of this school, approximately what percentage of your time is devoted to parent and community relations?	ACBGACT4	ACBGACT4	
CG1-26AE	As principal of this school, approximately what percentage of your time is devoted to teaching?	ACBGACT5	ACBGACT5	
CG1-26AF	As principal of this school, approximately what percentage of your time is devoted to interacting with individual students?	ACBGACT6	n/a	
CG1-26AG	As principal of this school, approximately what percentage of your time is devoted to other?	ACBGACT7	ACBGACT6	
CG1-26B	On average, how many hours per week do you spend on the activities in 26a?	ACBGACTH	n/a	

School Enrollment and Characteristics

ACBGENR

1 _____
What is the total enrollment of students in your school as of <first day of month PIRLS testing begins, 2005/2006>?

_____ students
Write in a number.

ACBG4ENR

2 _____
What is the total enrollment of <fourth-grade> students in your school as of <first day of month PIRLS testing begins, 2005/2006>?

_____ students
Write in a number.

ACBGCTAS

3 _____
How many people live in the city, town, or area in which your school is located?

Check **one** circle only.

- Fewer than 3,000 people ---
- 3,001 to 15,000 people ---
- 15,001 to 50,000 people ---
- 50,001 to 100,000 people ---
- 100,001 to 500,000 people ---
- More than 500,000 people ---

ACBGCOMM

4 _____
How would you characterize the area in which your school is located?

Check **one** circle only.

- Urban ----
- Suburban ----
- Rural ----

5 _____
For the <fourth-grade> students in your school, about how many students receive free or reduced-price lunch?

Check **one** circle only.

- All ----
- Some ----
- None ----

ACBGLUN

6 _____
Approximately what percentage of students in your school...

Check **one** circle for each line.

a) come from economically disadvantaged homes?-----

b) come from economically affluent homes? -----

c) do not speak <language of test> as their first language? -----

d) receive some instruction at school in their home language (other than <language of test>) -----

ACBGPST1

ACBGPST2

ACBGPST3

ACBGPST4

Section 4 - School Questionnaire

Instruction

7

For the <fourth-grade> students in your school:

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

_____ days
Write in the number.

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

_____ hours and _____ minutes
Write in the number of hours and minutes.

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

Check **one** circle only.

- 6 days ----
 - 5 1/2 days ----
 - 5 days ----
 - 4 1/2 days ----
 - 4 days ----
 - Other ----
- Please specify _____

8

Does your school offer the following for the <fourth-grade> students in your school?

Check **one** circle only.

Yes _____
No _____

a) Extended instructional time (beyond the prescribed minimum) ----- Yes No

If Yes,

How many students participate?

Check **one** circle only.

- 0-25% ----
- 26-50% ----
- 51-75% ----
- 76-100% ----

Check **one** circle only.

Yes _____
No _____

b) Before or after-school child care ----- Yes No

If Yes,

How many students participate?

Check **one** circle only.

- 0-25% ----
- 26-50% ----
- 51-75% ----
- 76-100% ----

ACBGIDY

ACBGIHD
ACBGIMD

ACBGIDW

ACBGOFIT

ACBGOFI1

ACBGOFCC

ACBGOF1

Reading in Your School

9

About how many of the students in your school can do the following when they begin <ISCED Level 1>?

Check **one** circle for each line.

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

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

b) Read some words -----

c) Read sentences -----

d) Write letters of the alphabet -----

e) Write some words -----

ACBG1GR1
ACBG1GR2
ACBG1GR3
ACBG1GR4
ACBG1GR5

10

Compared with other areas of the curriculum (e.g., mathematics and science), how much emphasis does your school place on teaching the following language and literacy skills to students in <grades 1 to 4>?

Check **one** circle for each line.

More emphasis Same emphasis Less emphasis

a) Reading -----

b) Writing (not handwriting) -----

c) Speaking/listening (oral language) -----

ACBGACU1
ACBGACU2
ACBGACU3

11

Does your school have the following?

Check **one** circle for each line.

Yes No

a) Its own written statement of the reading curriculum to be taught in the school (in addition to the national or regional curriculum guides)-----

b) Informal initiatives to encourage students to read (for example, book clubs, independent reading contests, school-wide recreational reading periods) -----

c) School-based programs for teachers geared towards the improvement of reading instruction -----

d) Its own guidelines on how to coordinate reading instruction across teachers-----

ACBGRWS
ACBGR II
ACBGRSP
ACBGRGL

12

How does your school use the following materials in your reading instructional program for students in <fourth grade and below>?

Check **one** circle for each line.

		Basis for instruction	Supplement	Not used	Varies by teacher/grade
ACBGMA1	a) Reading series (basal readers, graded readers) -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACBGMA2	b) Textbooks -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACBGMA3	c) A variety of children's books -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACBGMA4	d) Materials from different curricular areas -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACBGMA5	e) Children's newspapers and/or magazines -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACBGMA6	f) Computer programs that teach students to read -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13

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

Check **one** circle for each line.

	<3_grds_blw+earlier>	<2_grds_blw>	<1_grd_blw>	<fourth grade>	Not in these grades
ACBGME01	a) Knowing letters of the alphabet -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACBGME02	b) Knowing letter-sound relationships -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACBGME03	c) Reading words -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACBGME04	d) Reading isolated sentences -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACBGME05	e) Reading connected text -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACBGME06	f) Identifying the main idea of text -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACBGME07	g) Explaining or supporting understanding of text -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACBGME08	h) Comparing text with personal experience -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACBGME09	i) Comparing different texts -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACBGME10	j) Making predictions about what will happen next in text -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACBGME11	k) Making generalizations and inferences based on text -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACBGME12	l) Describing style and structure of text -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

School Resources

14

For students in <fourth-grade and below>, does your school make provisions for reading instruction in mother tongue for students whose mother tongue is **not** <language of test>?

Check **one** circle only.

- Yes ----
- No ----

ACBGTONG

15

Does your school have a school library?

Check **one** circle only.

- Yes ----
- No ---- (If No, go to #16)

ACBGLI

If Yes,

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

Check **one** circle only.

- 250 or fewer ----
- 251-500 ----
- 501-2,000 ----
- 2,001-5,000 ----
- 5,001-10,000 ----
- more than 10,000 ----

ACBGLIBC

b. **Approximately** how many titles of magazines and other periodicals does your school library have?

Check **one** circle only.

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

ACBGLIBM

ACBGCMPI

16

a. What is the total number of computers that can be used for instructional purposes by <fourth-grade> students?

_____ computers
Write in the number.

17

Does your school provide teachers with the following facilities?

Check **one** circle for each line.

Yes _____
No _____

- a) A workspace in the classroom -----
- b) A workspace shared by several teachers -----
- c) A separate workspace for each teacher (e.g., office) -----

ACBGFAC1

ACBGFAC2

ACBGFAC3

18

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

Check **one** circle for each line.

Not at all _____
A little _____
Some _____
A lot _____

- a) Qualified teaching staff -----
- b) Teachers with a specialization in reading -----
- c) Second language teachers -----
- d) Instructional materials (e.g., textbooks) -----
- e) Supplies (e.g., papers, pencils) -----
- f) School buildings and grounds -----
- g) Heating/cooling and lighting systems -----
- h) Instructional space (e.g., classrooms) -----
- i) Special equipment for physically disabled students -----
- j) Computers for instructional purposes -----
- k) Computer software for instructional purposes -----
- l) Computer support staff -----
- m) Library books -----
- n) Audio-visual resources -----

ACBGS I1

ACBGS I2

ACBGS I3

ACBGS I4

ACBGS I5

ACBGS I6

ACBGS I7

ACBGS I8

ACBGS I9

ACBGS I10

ACBGS I11

ACBGS I12

ACBGS I13

ACBGS I14

Home and School

19

Are any of the following programs and services available at your school site for the children and families in your school?

Check **one** circle for each line.

Yes No

- ACBGPRS1 a) Adult literacy program for <language of test> speakers-----
- ACBGPRS2 b) Adult literacy program for non-<language of test> speakers -----
- ACBGPRS3 c) Parent education programs (e.g., classes on child development, education on being a parent) -----
- ACBGPRS4 d) Health or social services -----

20

How often is each of the following provided by your school for <fourth-grade> students and/or their families?

Check **one** circle for each line.

Never
Once a year
2-3 times a year
4-6 times a year
7 or more times a year

- ACBGPR01 a) Teacher-parent conferences (individual or group)-----
- ACBGPR02 b) Letters, calendars, newsletters, etc., sent home to provide parents with information about the school -----
- ACBGPR03 c) Written reports (report cards or portfolios) of child's performance sent home -----
- ACBGPR04 d) Events at school to which parents are invited -----

21

Approximately what percentage of students in your school have parents or guardians who do each of the following?

Check **one** circle for each line.

Not applicable

0-10%
11-25%
26-50%
More than 50%

- a) Volunteer regularly to help in the classroom or another part of the school -----
- b) Attend teacher-parent conferences -----
- c) Attend cultural, sporting, or social events at the school -----

ACBGPAR1

ACBGPAR2

ACBGPAR3

School Climate

22

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

Check **one** circle for each line.



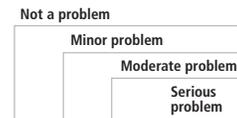
ACBGCHA1
ACBGCHA2
ACBGCHA3
ACBGCHA4
ACBGCHA5
ACBGCHA6

- a) Teachers' job satisfaction -----○-----○-----○-----○-----○
- b) Teachers' expectations for student achievement-----○-----○-----○-----○-----○
- c) Parental support for student achievement-----○-----○-----○-----○-----○
- d) Students' regard for school property-----○-----○-----○-----○-----○
- e) Students' desire to do well in school -----○-----○-----○-----○-----○
- f) Students' regard for each other's welfare-----○-----○-----○-----○-----○

23

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

Check **one** circle for each line.



- a) Student tardiness-----○-----○-----○-----○-----○
- b) Student absenteeism (i.e., unjustified absences) -----○-----○-----○-----○-----○
- c) Classroom disturbance -----○-----○-----○-----○-----○
- d) Cheating -----○-----○-----○-----○-----○
- e) Profanity -----○-----○-----○-----○-----○
- f) Vandalism -----○-----○-----○-----○-----○
- g) Theft -----○-----○-----○-----○-----○
- h) Intimidation or verbal abuse among students -----○-----○-----○-----○-----○
- i) Physical conflicts among students-----○-----○-----○-----○-----○
- j) Drug abuse -----○-----○-----○-----○-----○
- k) Weapons-----○-----○-----○-----○-----○
- l) Racism -----○-----○-----○-----○-----○

ACBGPB1
ACBGPB2
ACBGPB3
ACBGPB4
ACBGPB5
ACBGPB6
ACBGPB7
ACBGPB8
ACBGPB9
ACBGPB10
ACBGPB11
ACBGPB12

Teacher Collaboration

Your Role as Principal

24

Does your school have an official policy statement related to promoting cooperation and collaboration among teachers?

Check **one** circle only.

Yes ----

No ----

25

About how often do the teachers in your school have *formally scheduled time* to meet to share or develop instructional materials and approaches?

Check **one** circle only.

At least 2-3 times a week ----

Once a week ----

Once a month ----

Less than once a month ----

Never ----

26

a. As principal of this school, approximately what percentage of your time is devoted to the following activities?

Write a percentage for each.

a) Developing curriculum and pedagogy for your school ----- %

b) Managing staff/staff development ----- %

c) Administrative duties (e.g., hiring, budgeting) ----- %

d) Parent and community relations ----- %

e) Teaching ----- %

f) Interacting with individual students ----- %

g) Other ----- %

Total = 100 %

b. On average, how many hours per week do you spend on these activities?

_____ hours
Write in a number.

27

About how long did it take you to complete this questionnaire?

_____ minutes
Write in a number.

ACBGCOOP

ACBGDEV

ACBGTAC1

ACBGTAC2

ACBGTAC3

ACBGTAC4

ACBGTAC5

ACBGTAC6

ACBGTAC7

ACBGTACH

ACBGCOMP

Section 5

Curriculum Questionnaire

Section 5 - Curriculum Questionnaire

Exhibit S1.6 Index of International Background Variables for the PIRLS 2006 Curriculum Questionnaire

PIRLS 2006 Variable Name	Variable Description
RCQ01A	Does country have a national reading curriculum?
RCQ01B	If no national curriculum - highest level of decision making
RCQ01C	If there is a national curriculum - comments
RCQ02A	Grade to grade structure of primary school
RCQ02B	Grade to grade structure - comments
RCQ03A	Do local authorities have a role in curriculum development?
RCQ03B	If local authorities have a role - please describe
RCQ03C	If local authorities don't have a role - comments
RCQ04A	Year curriculum was introduced
RCQ04B	Year curriculum was introduced - comments
RCQ05A	Is the curriculum being revised?
RCQ05B	If curriculum is being revised - please explain
RCQ05C	If curriculum is not being revised - comments
RCQ06A	How is reading addressed in the curriculum?
RCQ06B	How reading is addressed in curriculum - comments
RCQ07A1	Does the reading curriculum prescribe goals and objectives?
RCQ07A2	Does the reading curriculum prescribe processes or methods?
RCQ07A3	Does the reading curriculum prescribe materials?
RCQ07A4	Does the reading curriculum prescribe other?
RCQ07A	Reading curriculum prescribes other - please specify
RCQ07B	Reading curriculum prescribes - comments
RCQ08A1	How much emphasis does curriculum place on identifying specific ideas?
RCQ08A2	How much emphasis does curriculum place on searching for definitions of words or phrases
RCQ08A3	How much emphasis does curriculum place on finding the topic sentence or main idea?
RCQ08B1	How much emphasis does curriculum place on evaluating cause and effect?
RCQ08B2	How much emphasis does curriculum place on determining the referent of a pronoun?
RCQ08B3	How much emphasis does curriculum place on identifying generalizations?
RCQ08B4	How much emphasis does curriculum place on summarizing the main point?
RCQ08C1	How much emphasis does curriculum place on discerning the overall message or theme?
RCQ08C2	How much emphasis does curriculum place on describing the relationship between two characters?
RCQ08C3	How much emphasis does curriculum place on comparing and contrasting text information?
RCQ08C4	How much emphasis does curriculum place on inferring a story's mood or tone?
RCQ08C5	How much emphasis does curriculum place on interpreting a real-world application of text information?
RCQ08D1	How much emphasis does curriculum place on evaluating the likelihood that events described could really happen?
RCQ08D2	How much emphasis does curriculum place on describing how the author devised a surprise ending?
RCQ08D3	How much emphasis does curriculum place on judging the completeness or clarity of information in the text?
RCQ08D4	How much emphasis does curriculum place on determining an author's perspective?
RCQ08E	Emphasis of curriculum on various processes - comments
RCQ09A1	How much emphasis does curriculum place on reading to improve reading?
RCQ09A2	How much emphasis does curriculum place on reading for literary experience?
RCQ09A3	How much emphasis does curriculum place on reading to acquire information?
RCQ09A4	How much emphasis does curriculum place on reading for social awareness/civic duty?

Exhibit S1.6 Index of International Background Variables for the PIRLS 2006 Curriculum Questionnaire *(continued)*

PIRLS 2006 Variable Name	Variable Description
RCQ09A5	How much emphasis does curriculum place on reading for enjoyment?
RCQ09B	Emphasis of curriculum on various purposes - comments
RCQ10A	How does the curriculum address the issue of students with different levels of ability?
RCQ10B	Curriculum addresses issue of students with different levels of ability - comments
RCQ11A1	Curriculum is made available as an official publication containing the curriculum
RCQ11A2	Curriculum is made available as ministry notes and directives
RCQ11A3	Curriculum is made available as mandated or recommended textbooks
RCQ11A4	Curriculum is made available as an instructional or pedagogical guide
RCQ11A5	Curriculum is made available as specifically development or recommended instructional activities
RCQ11A6	Curriculum is made available as other educational authorities
RCQ11B	Curriculum availability - comments
RCQ12A1	Total amount of instructional time prescribed in primary school - hours
RCQ12A2	Total amount of instructional time prescribed in primary school - minutes
RCQ12B	Percentage of instructional time devoted to language instruction
RCQ12C	Percentage of instructional time devoted to reading instruction
RCQ12D	Percentage of reading instruction time devoted to formal reading instruction
RCQ12E	Instructional time - comments
RCQ13A1	Current requirements for being a primary teacher - pre-prac before teacher ed program
RCQ13A2	Current requirements for being a primary teacher - pre-prac during teacher ed program
RCQ13A3	Current requirements for being a primary teacher - supervised practicum in the field
RCQ13A4	Current requirements for being a primary teacher - passing an exam
RCQ13A5	Current requirements for being a primary teacher - completion of probationary teaching period
RCQ13A6	Length of probationary teaching period
RCQ13A7	Current requirements for being a primary teacher - completion of a mentoring or induction program
RCQ13A8	Current requirements for being a primary teacher - other
RCQ13A9	Other requirements for being a primary teacher - please specify
RCQ13B	Current requirements for being a primary teacher - comments
RCQ14A	Is there a process to certify primary teachers?
RCQ14B1	If there is a process to certify primary teachers, it is by the ministry of education
RCQ14B2	If there is a process to certify primary teachers, it is by a national/state licensing board
RCQ14B3	If there is a process to certify primary teachers, it is by universities/colleges
RCQ14B4	If there is a process to certify primary teachers, it is by teacher organization/union
RCQ14B5	If there is a process to certify primary teachers, it is by other
RCQ14B6	If other certifies primary teachers, please specify
RCQ14C	Primary teacher certification - comments
RCQ14D	If there is no process to certify primary teachers - comments
RCQ15A	Do teachers receive specific preparation in how to teach curriculum as part of pre-service education?
RCQ15B	Do teachers receive specific preparation in how to teach curriculum as part of pre-service education - comments
RCQ16A1	To help implement the curriculum, teachers get in-service training
RCQ16A2	To help implement the curriculum, teachers get expert teacher/mentor

Section 5 - Curriculum Questionnaire

Exhibit S1.6 Index of International Background Variables for the PIRLS 2006 Curriculum Questionnaire *(continued)*

PIRLS 2006 Variable Name	Variable Description
RCQ16A3	To help implement the curriculum, teachers get reduced teaching load for new teachers
RCQ16A4	To help implement the curriculum, teachers get other
RCQ16A5	If teachers get other to help implement the curriculum, please specify
RCQ16B	Help for teachers to implement the curriculum - comment
RCQ17A1	If changes were made to curriculum, teachers would learn about them through special conferences/seminars
RCQ17A2	If changes were made to curriculum, teachers would learn about them through ministry website
RCQ17A3	If changes were made to curriculum, teachers would learn about them through printed copies distributed to schools
RCQ17A4	If changes were made to curriculum, teachers would learn about them through their own printed copy
RCQ17A5	If changes were made to curriculum, teachers would learn about them through teacher training/education/pre-service education
RCQ17A6	If changes were made to curriculum, teachers would learn about them through ministry notes
RCQ17A7	If changes were made to curriculum, teachers would learn about them through professional association newsletter
RCQ17A8	If changes were made to curriculum, teachers would learn about them through education journals
RCQ17A9	If changes were made to curriculum, teachers would learn about them through other educational authorities
RCQ17A10	If changes were made to curriculum, teachers would learn about them through other
RCQ17A11	If teachers would learn about changes to curriculum through other, please specify
RCQ17B	How teachers learn about changes to the curriculum - comments
RCQ18A1	Parents are informed about changes to the curriculum by teachers
RCQ18A2	Parents are informed about changes to the curriculum by school administration
RCQ18A3	Parents are informed about changes to the curriculum by public awareness campaigns
RCQ18A4	Parents are informed about changes to the curriculum by ministry website
RCQ18A5	Parents are informed about changes to the curriculum by ministry brochures and documents
RCQ18A6	Parents are informed about changes to the curriculum by parents' associations/organizations
RCQ18A7	Parents are informed about changes to the curriculum by other
RCQ18A8	If parents are informed about curriculum changes by other, please specify
RCQ18B	How parents are informed about curriculum changes - comments
RCQ19A1	Implementation of the curriculum is evaluated through visits by inspectors
RCQ19A2	Implementation of the curriculum is evaluated through research programs
RCQ19A3	Implementation of the curriculum is evaluated through school self-evaluation
RCQ19A4	Implementation of the curriculum is evaluated through national or regional assessments
RCQ19A5	Implementation of the curriculum is evaluated through other
RCQ19AT	If implementation of the curriculum is evaluated through other, please specify
RCQ19B	Evaluation of implementation of the curriculum - comments
ACQ01	Country's name for grade tested in PIRLS 2006
ACQ02	Stated official policy on students' age of entry to primary school in 2001-02
ACQ03	Usual age of entry into primary school in 2001-02
ACQ04A	Does country have a policy on promotion and retention of students grades 1-8?
ACQ04B	If there is a policy on promotion and retention, please describe
ACQ04C	If there is no policy on promotion and retention - comments
ACQ05A	Does country have a nationally mandated number of school days per year?
ACQ05B	Please describe policy on nationally mandated number of school days per year

PIRLS 2006 Curriculum Questionnaire

PIRLS 2006 Curriculum Questionnaire

Reading Curriculum and Instruction in Primary/Elementary Schools

1. Does your country have a national curriculum that covers reading instruction at the fourth grade of primary/elementary school?

Check *one* circle only.

RCQ01A

Yes---

No---

If No...

What is the highest level of decision-making authority (e.g., state or province) that provides a curriculum that covers reading instruction at the fourth grade of primary/elementary school?

RCQ01B

If Yes...

Comments:

RCQ01C

Section 5 - Curriculum Questionnaire

PIRLS 2006 Curriculum Questionnaire

2. What is the grade-to-grade structure of the primary/elementary school curriculum that covers reading instruction (e.g., grades 1-5; grades 1-3, 4-5; grade 1, 2-4)?

RCQ02A

Comments:

RCQ02B

3. Do local authorities (e.g., municipalities, districts, or schools) have a significant role in developing the reading curriculum?

*Check **one** circle only.*

RCQ03A

Yes---

No---

Refers to the national curriculum that covers reading instruction at the fourth grade of primary/elementary school. If you do not have a national curriculum, please summarize for your state or provincial curricula.

If Yes...

Please describe:

RCQ03B

If No...

Comments:

RCQ03C

PIRLS 2006 Curriculum Questionnaire

4. In what year was the current reading curriculum introduced?

RCQ04A

Comments:

RCQ04B

Refers to the national curriculum that covers reading instruction at the fourth grade of primary/elementary school. If you do not have a national curriculum, please summarize for your state or provincial curricula.

5. Is the reading curriculum currently being revised?

*Check **one** circle only.*

RCQ05A

Yes---

No---

Refers to the national curriculum that covers reading instruction at the fourth grade of primary/elementary school. If you do not have a national curriculum, please summarize for your state or provincial curricula.

If Yes...

Please explain:

RCQ05B

If No...

Comments:

RCQ05C

PIRLS 2006 Curriculum Questionnaire

6. How is reading addressed in the curriculum?

Check **one** circle only.

RCQ06A

Reading is presented as part of the curriculum for language instruction---

Reading is presented as a separate curriculum area-----

Refers to the national curriculum that covers reading instruction at the fourth grade of primary/elementary school. If you do not have a national curriculum, please summarize for your state or provincial curricula.

Comments:

RCQ06B

PIRLS 2006 Curriculum Questionnaire

7. What does the reading curriculum prescribe?

Check **one** circle for each line.

- | | Yes | No |
|--|----------------------------------|-----------------------|
| a) Goals and objectives-----
RCQ07A1 | <input checked="" type="radio"/> | <input type="radio"/> |
| b) Processes or methods-----
RCQ07A2 | <input checked="" type="radio"/> | <input type="radio"/> |
| c) Materials-----
RCQ07A3 | <input checked="" type="radio"/> | <input type="radio"/> |
| d) Other-----
RCQ07A4 | <input checked="" type="radio"/> | <input type="radio"/> |

Please specify:

RCQ07A5

Refers to the national curriculum that covers reading instruction at the fourth grade of primary/elementary school. If you do not have a national curriculum, please summarize for your state or provincial curricula.

Comments:

RCQ 07B

8. How much emphasis does the reading curriculum place on the following reading processes?

Check **one** circle for each line.

	Major emphasis	Some emphasis	Little or no emphasis
A. Focus on and retrieve explicitly stated information			
a) Identifying specific ideas----- RCQ08A1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Searching for definitions of words or phrases----- RCQ08A2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Finding the topic sentence or main idea--- RCQ08A3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Make straightforward inferences			
a) Evaluating cause/effect----- RCQ08B1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Determining the referent of a pronoun--- RCQ08B2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Identifying generalizations----- RCQ08B3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Summarizing the main point----- RCQ08B4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Interpret and integrate ideas and information			
a) Discerning the overall message or theme RCQ08C1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Describing the relationship between two characters----- RCQ08C2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Comparing and contrasting text information----- RCQ08C3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Inferring a story's mood or tone----- RCQ08C4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Interpreting a real-world application of text information----- RCQ08C5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PIRLS 2006 Curriculum Questionnaire

D. Examine and evaluate content, language, and textual elements

- a) Evaluating the likelihood that events described could really happen-----
RCQ08D1 
- b) Describing how the author devised a surprise ending-----
RCQ08D2 
- c) Judging the completeness or clarity of information in the text-----
RCQ08D3 
- d) Determining an author's perspective-----
RCQ08D4 

Refers to the national curriculum that covers reading instruction at the fourth grade of primary/elementary school. If you do not have a national curriculum, please summarize for your state or provincial curricula.

Comments:

RCQ08E

Section 5 - Curriculum Questionnaire

PIRLS 2006 Curriculum Questionnaire

9. How much emphasis does the reading curriculum place on the following purposes for reading?

Check **one** circle for each line.

	Major emphasis	Some emphasis	Little or no emphasis
a) Reading to improve reading----- RCQ09A1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Reading for literary experience----- RCQ09A2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Reading to acquire information----- RCQ09A3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Reading for social awareness/civic duty----- RCQ09A4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Reading for enjoyment----- RCQ09A5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Refers to the national curriculum that covers reading instruction at the fourth grade of primary/elementary school. If you do not have a national curriculum, please summarize for your state or provincial curricula.

Comments:

RCQ09B

PIRLS 2006 Curriculum Questionnaire

10. Which best describes how the reading curriculum addresses the issue of students with different levels of ability?

Check **one** circle only.

The same curriculum is prescribed for all students-----
RCQ10A1

The same curriculum is prescribed for student of different ability levels,
but at different levels of difficulty-----
RCQ10A2

Different curricula are prescribed for students of different ability levels--
RCQ10A3

Refers to the national curriculum that covers reading instruction at the fourth grade of primary/elementary school. If you do not have a national curriculum, please summarize for your state or provincial curricula.

Comments:

RCQ10B

PIRLS 2006 Curriculum Questionnaire

11. In what form is the reading curriculum made available?

Check **one** circle for each line.

- | | Yes | No |
|---|-----------------------|----------------------------------|
| a) Official publication containing the curriculum-----
RCQ11A1 | <input type="radio"/> | <input checked="" type="radio"/> |
| b) Ministry notes and directives-----
RCQ11A2 | <input type="radio"/> | <input checked="" type="radio"/> |
| c) Mandated or recommended textbooks-----
RCQ11A3 | <input type="radio"/> | <input checked="" type="radio"/> |
| d) Instructional or pedagogical guide-----
RCQ11A4 | <input type="radio"/> | <input checked="" type="radio"/> |
| e) Specifically developed or recommended instructional activities----
RCQ11A5 | <input type="radio"/> | <input checked="" type="radio"/> |
| f) Other educational authorities-----
RCQ11A6 | <input type="radio"/> | <input checked="" type="radio"/> |

Refers to the national curriculum that covers reading instruction at the fourth grade of primary/elementary school. If you do not have a national curriculum, please summarize for your state or provincial curricula.

Comments:

RCQ11B

PIRLS 2006 Curriculum Questionnaire

12. a) In a typical week, what is the total amount of instructional time prescribed by the curriculum at the fourth grade of primary/elementary school?

RCQ12A1

RCQ12A2

hours and minutes

b) What percentage of total instructional time is supposed to be devoted to **language** instruction at the fourth grade of primary/elementary school? (*Include instruction or activities in reading, writing, speaking, literature, and other language skills.*)

RCQ12B

% of total

Write in a number

c) What percentage of total instructional time is supposed to be devoted to **reading** instruction at the fourth grade of primary/elementary school? (*Include things you do across curriculum areas and during formally scheduled time for reading instruction.*)

RCQ12C

% of total

Write in a number

d) How much of the time listed in 12c is explicitly for formal reading instruction?

RCQ12D

% of total reading instruction time

Write in a number

Comments:

RCQ12E

PIRLS 2006 Curriculum Questionnaire

13. Which are the current requirements for being a primary/elementary grade teacher?

Check one circle for each line.

- | | Yes | No |
|---|-----------------------|-----------------------|
| a) Pre-practicum before beginning teacher education program--
RCQ13A1 | <input type="radio"/> | <input type="radio"/> |
| b) Pre-practicum during teacher education program-----
RCQ13A2 | <input type="radio"/> | <input type="radio"/> |
| c) Supervised practicum in the field-----
RCQ13A3 | <input type="radio"/> | <input type="radio"/> |
| d) Passing an examination-----
RCQ13A4 | <input type="radio"/> | <input type="radio"/> |
| e) Completion of a probationary teaching period-----
RCQ13A5 | <input type="radio"/> | <input type="radio"/> |
| <i>If Yes...</i> | | |
| How long is this period? _____ | | |
| RCQ13A6 | | |
| f) Completion of a mentoring or induction program----- | <input type="radio"/> | <input type="radio"/> |
| RCQ13A7 | | |
| g) Other----- | <input type="radio"/> | <input type="radio"/> |
| RCQ13A8 | | |

Please specify:

RCQ13A9

Refers to the requirements encompassing fourth grade.

Comments:

RCQ13B

PIRLS 2006 Curriculum Questionnaire

14. Is there a process to license or certify primary/elementary grade teachers?

RCQ14A

*Check **one** circle only.*

- Yes---
- No---

Refers to the requirements encompassing fourth grade.

If Yes...

Who certifies/licenses primary/elementary grade teachers?

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

- | | Yes | No |
|--|-----------------------|-----------------------|
| a) Minister/Ministry of Education-----
RCQ14B1 | <input type="radio"/> | <input type="radio"/> |
| b) National/state licensing board-----
RCQ14B2 | <input type="radio"/> | <input type="radio"/> |
| c) Universities/colleges-----
RCQ14B3 | <input type="radio"/> | <input type="radio"/> |
| d) Teacher organization/union-----
RCQ14B4 | <input type="radio"/> | <input type="radio"/> |
| e) Other-----
RCQ14B5 | <input type="radio"/> | <input type="radio"/> |

Please specify:

RCQ14B6

Comments:

RCQ14C

If No...

Comments:

RCQ14D

PIRLS 2006 Curriculum Questionnaire

15. Do teachers receive specific preparation in how to teach the reading curriculum as part of pre-service education?

Check **one** circle only.

RCQ15A

Yes---

No---

Comments:

RCQ15B

16. How do teachers get help to implement the reading curriculum?

Check **one** circle for each line.

Yes No

a) In-service training-----

RCQ16A1

b) Expert teacher/mentor-----

RCQ16A2

c) Reduced teaching load for new teachers----

RCQ16A3

d) Other-----

RCQ16A4

Please specify:

_____ **RCQ16A5**

Comments:

RCQ16B

PIRLS 2006 Curriculum Questionnaire

17. If changes were made to the reading curriculum, how would a teacher learn about them?

Check **one** circle for each line.

- | | Yes | No |
|--|-----------------------|-----------------------|
| a) Special conferences/seminars on curriculum-----
RCQ17A1 | <input type="radio"/> | <input type="radio"/> |
| b) Ministry (Department of Education, Government, Board of Education) Website-----
RCQ17A2 | <input type="radio"/> | <input type="radio"/> |
| c) Printed copies of curriculum distributed to schools-----
RCQ17A3 | <input type="radio"/> | <input type="radio"/> |
| d) Teachers receive own printed copy-----
RCQ17A4 | <input type="radio"/> | <input type="radio"/> |
| e) Teacher training/education/pre-service education-----
RCQ17A5 | <input type="radio"/> | <input type="radio"/> |
| f) Ministry Notes-----
RCQ17A6 | <input type="radio"/> | <input type="radio"/> |
| g) Professional association newsletter-----
RCQ17A7 | <input type="radio"/> | <input type="radio"/> |
| h) Education journals-----
RCQ17A8 | <input type="radio"/> | <input type="radio"/> |
| i) Other educational authorities-----
RCQ17A9 | <input type="radio"/> | <input type="radio"/> |
| j) Other-----
RCQ17A10 | <input type="radio"/> | <input type="radio"/> |

Please specify:

RCQ17A11

Comments:

RCQ17B

PIRLS 2006 Curriculum Questionnaire

18. How are parents informed about the reading curriculum?

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

- | | Yes | No |
|--|-----------------------|-----------------------|
| a) From teachers-----
RCQ18A1 | <input type="radio"/> | <input type="radio"/> |
| b) From the school administration-----
RCQ18A2 | <input type="radio"/> | <input type="radio"/> |
| c) From public awareness campaigns-----
RCQ18A3 | <input type="radio"/> | <input type="radio"/> |
| d) From Ministry website-----
RCQ18A4 | <input type="radio"/> | <input type="radio"/> |
| e) From Ministry brochures and documents-----
RCQ18A5 | <input type="radio"/> | <input type="radio"/> |
| f) Through parents' associations/organizations----
RCQ18A6 | <input type="radio"/> | <input type="radio"/> |
| g) Other-----
RCQ18A7 | <input type="radio"/> | <input type="radio"/> |

Please specify:

RCQ18A8

Comments:
RCQ18B

PIRLS 2006 Curriculum Questionnaire

19. How is the reading curriculum implementation evaluated?

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

- | | Yes | No |
|--|-----------------------|-----------------------|
| a) Visits by inspectors-----
RCQ19A1 | <input type="radio"/> | <input type="radio"/> |
| b) Research programs-----
RCQ19A2 | <input type="radio"/> | <input type="radio"/> |
| c) School self-evaluation-----
RCQ19A3 | <input type="radio"/> | <input type="radio"/> |
| d) National or regional assessments-----
RCQ19A4 | <input type="radio"/> | <input type="radio"/> |
| e) Other-----
RCQ19A5 | <input type="radio"/> | <input type="radio"/> |

Please specify:

_____ **RCQ19A6**

Comments:

RCQ19B

PIRLS 2006 Curriculum Questionnaire

Addendum on Amount of Schooling for Students Tested in PIRLS 2006

1. What is your country's name for the grade tested in PIRLS 2006, in English?

ACQ01

2. In your country, what was the stated official policy or regulation on students' age of entry to primary school (ISCED Level 1) in 2001-2002?

ACQ02

3. In your country, what was the usual age of students when they began primary school (ISCED Level 1) in 2001-2002? (Note: This response may be the same as that for question 2).

ACQ03

PIRLS 2006 Curriculum Questionnaire

4. Does your country have a policy on the promotion and retention of students across grades 1-8 (e.g., automatic promotion for grades 1-5, dependent on academic progress for grades 6-8)?

*Check **one** circle only.*

ACQ04A

Yes---

No---

If No...

Please describe:

ACQ04B

If Yes...

Comments:

ACQ04C

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

*Check **one** circle only.*

ACQ05A

Yes---

No---

Please describe:

ACQ05B



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