

## 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.*

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?

*If Yes...*

Comments:

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)?

Comments:

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

*Check **one** circle only.*

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:

*If No...*

Comments:

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

Comments:

*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.*

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:

*If No...*

Comments:

6. How is reading addressed in the curriculum?

*Check **one** circle only.*

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:

7. What does the reading curriculum prescribe?

Check **one** circle for each line.

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

Please specify:

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*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:

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

Check **one** circle for each line.

|                                                                                | Major<br>emphasis     | Some<br>emphasis      | Little<br>or no<br>emphasis |
|--------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------------|
| <b>A. Focus on and retrieve explicitly stated information</b>                  |                       |                       |                             |
| a) Identifying specific ideas-----                                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>       |
| b) Searching for definitions of words or phrases-----                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>       |
| c) Finding the topic sentence or main idea-----                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>       |
| <b>B. Make straightforward inferences</b>                                      |                       |                       |                             |
| a) Evaluating cause/effect-----                                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>       |
| b) Determining the referent of a pronoun-----                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>       |
| c) Identifying generalizations-----                                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>       |
| d) Summarizing the main point-----                                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>       |
| <b>C. Interpret and integrate ideas and information</b>                        |                       |                       |                             |
| a) Discerning the overall message or theme-----                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>       |
| b) Describing the relationship between two characters---                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>       |
| c) Comparing and contrasting text information-----                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>       |
| d) Inferring a story's mood or tone-----                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>       |
| e) Interpreting a real-world application of text<br>information-----           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>       |
| <b>D. Examine and evaluate content, language, and<br/>textual elements</b>     |                       |                       |                             |
| a) Evaluating the likelihood that events described could<br>really happen----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>       |
| b) Describing how the author devised a surprise ending--                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>       |
| c) Judging the completeness or clarity of information in<br>the text-----      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>       |
| d) Determining an author's perspective-----                                    | <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:

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

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

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

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-----
- The same curriculum is prescribed for student of different ability levels, but at different levels of difficulty-----
- Different curricula are prescribed for students of different ability levels--

*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:

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

Check **one** circle for each line.

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

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?

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.*)

% 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.*)

% of total  
*Write in a number*

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

% of total reading instruction time  
*Write in a number*

Comments:

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-- | <input type="radio"/> | <input type="radio"/> |
| b) Pre-practicum during teacher education program-----        | <input type="radio"/> | <input type="radio"/> |
| c) Supervised practicum in the field-----                     | <input type="radio"/> | <input type="radio"/> |
| d) Passing an examination-----                                | <input type="radio"/> | <input type="radio"/> |
| e) Completion of a probationary teaching period-----          | <input type="radio"/> | <input type="radio"/> |

*If Yes...*

How long is this period? \_\_\_\_\_

- |                                                        |                       |                       |
|--------------------------------------------------------|-----------------------|-----------------------|
| f) Completion of a mentoring or induction program----- | <input type="radio"/> | <input type="radio"/> |
| g) Other-----                                          | <input type="radio"/> | <input type="radio"/> |
- Please specify:
- 

*Refers to the requirements encompassing fourth grade.*

Comments:

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

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----- | <input type="radio"/> | <input type="radio"/> |
| b) National/state licensing board----- | <input type="radio"/> | <input type="radio"/> |
| c) Universities/colleges-----          | <input type="radio"/> | <input type="radio"/> |
| d) Teacher organization/union-----     | <input type="radio"/> | <input type="radio"/> |
| e) Other-----                          | <input type="radio"/> | <input type="radio"/> |

Please specify:

\_\_\_\_\_

Comments:

*If No...*

Comments:

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

*Check **one** circle only.*

Yes---

No---

Comments:

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

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

- |                                               | <b>Yes</b>            | <b>No</b>             |
|-----------------------------------------------|-----------------------|-----------------------|
| a) In-service training-----                   | <input type="radio"/> | <input type="radio"/> |
| b) Expert teacher/mentor-----                 | <input type="radio"/> | <input type="radio"/> |
| c) Reduced teaching load for new teachers---- | <input type="radio"/> | <input type="radio"/> |
| d) Other-----                                 | <input type="radio"/> | <input type="radio"/> |
| Please specify:<br>_____                      | <input type="radio"/> | <input type="radio"/> |

Comments:

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-----                                 | <input type="radio"/> | <input type="radio"/> |
| b) Ministry (Department of Education, Government, Board of Education) Website----- | <input type="radio"/> | <input type="radio"/> |
| c) Printed copies of curriculum distributed to schools-----                        | <input type="radio"/> | <input type="radio"/> |
| d) Teachers receive own printed copy-----                                          | <input type="radio"/> | <input type="radio"/> |
| e) Teacher training/education/pre-service education-----                           | <input type="radio"/> | <input type="radio"/> |
| f) Ministry Notes-----                                                             | <input type="radio"/> | <input type="radio"/> |
| g) Professional association newsletter-----                                        | <input type="radio"/> | <input type="radio"/> |
| h) Education journals-----                                                         | <input type="radio"/> | <input type="radio"/> |
| i) Other educational authorities-----                                              | <input type="radio"/> | <input type="radio"/> |
| j) Other-----                                                                      | <input type="radio"/> | <input type="radio"/> |
| Please specify:<br>_____                                                           | <input type="radio"/> | <input type="radio"/> |

Comments:

18. How are parents informed about the reading curriculum?

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

|                                                    | <b>Yes</b>            | <b>No</b>             |
|----------------------------------------------------|-----------------------|-----------------------|
| a) From teachers-----                              | <input type="radio"/> | <input type="radio"/> |
| b) From the school administration-----             | <input type="radio"/> | <input type="radio"/> |
| c) From public awareness campaigns-----            | <input type="radio"/> | <input type="radio"/> |
| d) From Ministry website-----                      | <input type="radio"/> | <input type="radio"/> |
| e) From Ministry brochures and documents-----      | <input type="radio"/> | <input type="radio"/> |
| f) Through parents' associations/organizations---- | <input type="radio"/> | <input type="radio"/> |
| g) Other-----                                      | <input type="radio"/> | <input type="radio"/> |
| Please specify:<br>_____                           | <input type="radio"/> | <input type="radio"/> |

Comments:

19. How is the reading curriculum implementation evaluated?

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

|                                          | <b>Yes</b>            | <b>No</b>                        |
|------------------------------------------|-----------------------|----------------------------------|
| a) Visits by inspectors-----             | <input type="radio"/> | <input checked="" type="radio"/> |
| b) Research programs-----                | <input type="radio"/> | <input checked="" type="radio"/> |
| c) School self-evaluation-----           | <input type="radio"/> | <input checked="" type="radio"/> |
| d) National or regional assessments----- | <input type="radio"/> | <input checked="" type="radio"/> |
| e) Other-----                            | <input type="radio"/> | <input checked="" type="radio"/> |
| Please specify:                          |                       |                                  |

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Comments:

### **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?

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?

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).

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.*

Yes---

No---

*If Yes...*

Please describe:

*If No...*

Comments:

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

*Check **one** circle only.*

Yes---

No---

Please describe: