

Identification Label

School ID:

School Name:

Progress in International Reading Literacy Study

**PIRLS**2006

**SCHOOL QUESTIONNAIRE**



International Association for the Evaluation of  
Educational Achievement

<PIRLS National Research Center Name>  
<Address>

## **School** *Questionnaire*

Your school has been selected to participate in the Progress in International Reading Literacy Study (PIRLS), an educational research project sponsored by the International Association for the Evaluation of Educational Achievement (IEA). PIRLS is investigating student achievement in reading literacy in about 40 countries around the world. It is designed to measure and interpret differences in national education systems in order to help improve the teaching and learning of reading worldwide.

This questionnaire is addressed to school principals who are asked to supply information about their schools. Since your school has been selected as part of a nationwide sample, your responses are very important in helping to describe the education in <country>.

It is important that you answer each question carefully so that the information provided reflects the situation in your school as accurately as possible. Some of the questions will require that you look up school records, so you may wish to arrange for the assistance of another staff member to help provide this information. It is estimated that it will require approximately 30 minutes to complete this questionnaire.

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

When you have completed the questionnaire, please place it in the accompanying envelope and return it to:

<Insert country-specific information here>.

Thank You.

# PIRLS 2006

**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.

ACBGLUN

**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 ----

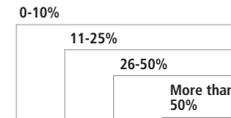
ACBG4ENR

**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.

**6** \_\_\_\_\_  
 Approximately what percentage of students in your school...

Check **one** circle for each line.



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 ---

- 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

ACBGCOMM

**4** \_\_\_\_\_  
 How would you characterize the area in which your school is located?

Check **one** circle only.

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

**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.

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.

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

ACBGOFC1

**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.

ACBG1GR1  
ACBG1GR2  
ACBG1GR3  
ACBG1GR4  
ACBG1GR5

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 -----○-----○-----○-----○

**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.

ACBGACU1  
ACBGACU2  
ACBGACU3

More emphasis  
Same emphasis  
Less emphasis

a) Reading -----○-----○-----○

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

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

**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
	a) Knowing letters of the alphabet -----	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
	b) Knowing letter-sound relationships -----	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
	c) Reading words -----	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
	d) Reading isolated sentences -----	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
	e) Reading connected text -----	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
	f) Identifying the main idea of text -----	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
	g) Explaining or supporting understanding of text -----	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
	h) Comparing text with personal experience -----	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
	i) Comparing different texts -----	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
	j) Making predictions about what will happen next in text -----	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
	k) Making generalizations and inferences based on text -----	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
	l) Describing style and structure of text -----	<input type="radio"/> <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 ----

ACBG TONG

**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 -----  Yes  No
- b) A workspace shared by several teachers -----  Yes  No
- c) A separate workspace for each teacher (e.g., office) -----  Yes  No

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 -----  Not at all  A little  Some  A lot
- b) Teachers with a specialization in reading -----  Not at all  A little  Some  A lot
- c) Second language teachers -----  Not at all  A little  Some  A lot
- d) Instructional materials (e.g., textbooks) -----  Not at all  A little  Some  A lot
- e) Supplies (e.g., papers, pencils) -----  Not at all  A little  Some  A lot
- f) School buildings and grounds -----  Not at all  A little  Some  A lot
- g) Heating/cooling and lighting systems -----  Not at all  A little  Some  A lot
- h) Instructional space (e.g., classrooms) -----  Not at all  A little  Some  A lot
- i) Special equipment for physically disabled students -----  Not at all  A little  Some  A lot
- j) Computers for instructional purposes -----  Not at all  A little  Some  A lot
- k) Computer software for instructional purposes -----  Not at all  A little  Some  A lot
- l) Computer support staff -----  Not at all  A little  Some  A lot
- m) Library books -----  Not at all  A little  Some  A lot
- n) Audio-visual resources -----  Not at all  A little  Some  A lot

ACBGS11

ACBGS12

ACBGS13

ACBGS14

ACBGS15

ACBGS16

ACBGS17

ACBGS18

ACBGS19

ACBGS110

ACBGS111

ACBGS112

ACBGS113

ACBGS114

**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.

ACBGPRS1

a) Adult literacy program for <language of test> speakers -----  Yes  No

ACBGPRS2

b) Adult literacy program for non-<language of test> speakers -----  Yes  No

ACBGPRS3

c) Parent education programs (e.g., classes on child development, education on being a parent) -----  Yes  No

ACBGPRS4

d) Health or social services -----  Yes  No

**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.

ACBGPR01

a) Teacher-parent conferences (individual or group) -----  Never  Once a year  2-3 times a year  4-6 times a year  7 or more times a year

ACBGPR02

b) Letters, calendars, newsletters, etc., sent home to provide parents with information about the school -----  Never  Once a year  2-3 times a year  4-6 times a year  7 or more times a year

ACBGPR03

c) Written reports (report cards or portfolios) of child's performance sent home -----  Never  Once a year  2-3 times a year  4-6 times a year  7 or more times a year

ACBGPR04

d) Events at school to which parents are invited -----  Never  Once a year  2-3 times a year  4-6 times a year  7 or more times a year

**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 -----  Not applicable  0-10%  11-25%  26-50%  More than 50%

b) Attend teacher-parent conferences -----  Not applicable  0-10%  11-25%  26-50%  More than 50%

c) Attend cultural, sporting, or social events at the school -----  Not applicable  0-10%  11-25%  26-50%  More than 50%

ACBGPAR1

ACBGPAR2

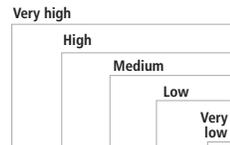
ACBGPAR3

**School Climate**

**22**

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

Check **one** circle for each line.



ACBGCHA1

a) Teachers' job satisfaction -----○-----○-----○-----○-----○

ACBGCHA2

b) Teachers' expectations for student achievement-----○-----○-----○-----○-----○

ACBGCHA3

c) Parental support for student achievement-----○-----○-----○-----○-----○

ACBGCHA4

d) Students' regard for school property-----○-----○-----○-----○-----○

ACBGCHA5

e) Students' desire to do well in school -----○-----○-----○-----○-----○

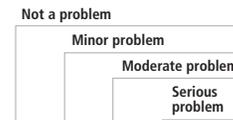
ACBGCHA6

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-----○-----○-----○-----○-----○

ACBGPB1

b) Student absenteeism (i.e., unjustified absences) -----○-----○-----○-----○-----○

ACBGPB2

c) Classroom disturbance -----○-----○-----○-----○-----○

ACBGPB3

d) Cheating -----○-----○-----○-----○-----○

ACBGPB4

e) Profanity -----○-----○-----○-----○-----○

ACBGPB5

f) Vandalism -----○-----○-----○-----○-----○

ACBGPB6

g) Theft -----○-----○-----○-----○-----○

ACBGPB7

h) Intimidation or verbal abuse among students -----○-----○-----○-----○-----○

ACBGPB8

i) Physical conflicts among students-----○-----○-----○-----○-----○

ACBGPB9

j) Drug abuse -----○-----○-----○-----○-----○

ACBGPB10

k) Weapons-----○-----○-----○-----○-----○

ACBGPB11

l) Racism -----○-----○-----○-----○-----○

ACBGPB12

**Teacher Collaboration**

**Your Role as Principal**

ACBGC00P

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

Check **one** circle only.

Yes ----

No ----

ACBGDEV

**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 %**

ACBGTAC1

ACBGTAC2

ACBGTAC3

ACBGTAC4

ACBGTAC5

ACBGTAC6

ACBGTAC7

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

\_\_\_\_\_ hours  
Write in a number.

ACBGTACH

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

\_\_\_\_\_ minutes  
Write in a number.

ACBGCOMP

# Thank You

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

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**Notes**



<b>Notes</b>
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**Notes**



**TIMSS & PIRLS International Study Center**

Lynch School of Education, Boston College  
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**BOSTON  
COLLEGE**

Progress in International Reading Literacy Study

**PIRLS** 2006

**SCHOOL QUESTIONNAIRE**



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