

Identification Label _____

Teacher Name:

Class Name:

Teacher ID: Teacher Link #:

Progress in International Reading Literacy Study

PIRLS 2006

TEACHER QUESTIONNAIRE



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Evaluation of Educational Achievement

<PIRLS National Research Center Name>
<Address>

Teacher Questionnaire

Your school has agreed to participate in the IEA 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 children's 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 teachers of <fourth-grade> students, who are asked to supply information about their academic and professional backgrounds, classroom resources, and the instructional materials and activities used to teach reading and promote the development of students' reading skills and strategies. Since your class has been selected as part of a nationwide sample, your responses are very important in helping to describe reading education in <country>.

Some of the questions in this questionnaire refer to "this class." This is the class which is identified on the front of this booklet, and which will be tested as part of PIRLS in your school.

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.

It is estimated that it will require approximately 30 minutes to complete this questionnaire. We appreciate the time and effort that this takes and thank you for your cooperation and your contribution.

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

Students in this Class

1 _____

a. How many students are in this class?

_____students
Write in a number.

ATBGCSTD

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

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

ATBG4STD

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 ---

ATBG4TOT

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 ---

ATBGRLEV

4 _____

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

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

ATBGDIFU

5 _____

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

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

ATBGNDIN

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

_____students
Write in a number.

ATBGRGIN

6 _____

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

Check one circle only.

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

ATBGERCN

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.

ATBGRLEN

<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.

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

Total = 100 %

ATBGPAC1

ATBGPAC2

ATBGPAC3

ATBGPAC4

ATBGPAC5

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

8

a. 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

ATBGF RDH
ATBGF RD M

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 ----

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 -----

ATBG4TCH

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

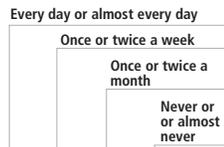
ATBGRA05

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.

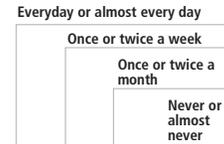


- ATBGRIA1 a) Textbooks-----○ ○ ○ ○
- ATBGRIA2 b) Reading series (e.g., basal readers, graded readers)-----○ ○ ○ ○
- ATBGRIA3 c) Workbooks or worksheets ----○ ○ ○ ○
- ATBGRIA4 d) Children's newspapers and/or magazines -----○ ○ ○ ○
- ATBGRIA5 e) Computer software for reading instruction (e.g., CD, DVD)-----○ ○ ○ ○
- 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.

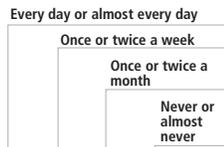
- I use the same materials with all students because all students are at the same reading level -----○
- I use the same materials with students at different reading levels, but have the students work at different speeds-----○
- I use the same materials with all students regardless of reading level and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

ATBGUMAT

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.

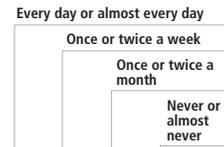


- ATBGRA1 a) Read aloud to the class -----○-----○-----○-----○
- ATBGRA2 b) Ask students to read aloud to the whole class -----○-----○-----○-----○
- ATBGRA3 c) Ask students to read aloud in small groups or pairs -----○-----○-----○-----○
- ATBGRA4 d) Ask students to read silently on their own -----○-----○-----○-----○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

16

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

Check **one** circle for each line.



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

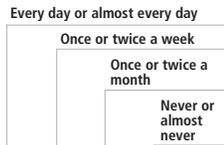
- ATBGAFT1
- ATBGAFT2
- ATBGAFT3
- ATBGAFT4
- ATBGAFT5
- ATBGAFT6

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

a) Identify the main ideas of what they have read-----

ATBGDEV2

b) Explain or support their understanding of what they have read-----

ATBGDEV3

c) Compare what they have read with experiences they have had-----

ATBGDEV4

d) Compare what they have read with other things they have read-----

ATBGDEV5

e) Make predictions about what will happen next in the text they are reading-----

ATBGDEV6

f) Make generalizations and draw inferences based on what they have read-----

ATBGDEV7

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.

Yes

No

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.

Every day or almost every day

Once or twice a week

Once or twice a month

Never or almost never

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 ----

Assessment

24

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

Check **one** circle for each line.

ATBGBHR1

a) I wait to see if performance improves with maturation----- Yes No

ATBGBHR2

b) I spend more time working on reading individually with that student -----

ATBGBHR3

c) I have other students work on reading with the student having difficulty -----

ATBGBHR4

d) I have the student work in the regular classroom with a teacher-aide -----

ATBGBHR5

e) I have the student work in the regular classroom with a <reading specialist> -----

ATBGBHR6

f) I have the student work in a remedial reading classroom with a <reading specialist> -----

ATBGBHR7

g) I assign homework to help the student catch up-----

ATBGBHR8

h) I ask the parents to help the student with reading-----

25

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)-----

ATBGMSR1

b) Classroom tests (for example, teacher-made or textbook tests)-----

ATBGMSR2

c) National or regional achievement tests -----

ATBGMSR3

d) Your professional judgment -----

ATBGMSR4

ATBGPFO1

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
- ATBGASP2
- ATBGASP3
- ATBGASP4
- ATBGASP5
- ATBGASP6
- ATBGASP7

a) Multiple-choice questions on material read -----

b) Short-answer written questions on material read ---

c) Paragraph-length written responses about what students have read-----

d) Listening to students read aloud -----

e) Oral questioning of students -

f) Students give an oral summary/report of what they have read -----

g) Meeting with students to discuss what they have been reading and work they have done-----

b. How do you use this information?

Check **one** circle for each line.

- Yes
- No

- ATBGUIN1
- ATBGUIN2
- ATBGUIN3
- ATBGUIN4
- ATBGUIN5
- ATBGUIN6

a) To assign marks or grades -----

b) To adapt my instruction -----

c) To inform parents of student progress -----

d) To identify students in need of remedial instruction -----

e) To group students for instruction -----

f) To provide data for national or local monitoring-----

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.

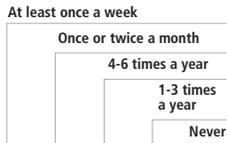
- Major source -----
- Supplementary source -----
- Do not use at all -----

Home and School

About You

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

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 ----

ATBGTCR

ATBGTCR1

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.

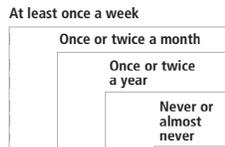
- None ----
- Less than 6 hours ----
- 6-15 hours ----
- 16-35 hours ----
- More than 35 hours ----

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 ----○

ATBGRWK

40 _____

Where do you prepare materials for instruction?

Check **one** circle only.

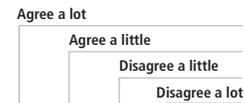
- Only at home ----○
- Mostly at home ----○
- About equally at home and at school ----○
- Mostly at school ----○
- Only at school ----○

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.

ATBGCMP

16	<i>Teacher Questionnaire</i>



Thank You

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

