

A photograph of two young girls, one with blonde hair and one with dark skin and braids, looking at a document together. The image is overlaid with a purple tint.

# PIRLS



## PIRLS 2001 User Guide for the International Database

### Supplement One

International Version of the  
Background Questionnaires



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# S1

## Supplement 1

### International Version of the PIRLS 2001 and Reading Literacy Study Background Questionnaires

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#### Overview

This supplement contains the international version of the PIRLS 2001 and Reading Literacy background questionnaires in the following five sections:

- Section 1: PIRLS 2001 Student Background Questionnaire
- Section 2: PIRLS 2001 Teacher Background Questionnaire
- Section 3: PIRLS 2001 School Questionnaire
- Section 4: PIRLS 2001 Learning to Read Survey
- Section 5: Reading Literacy Student Background Questionnaire

It also contains the lists of the international background variables corresponding to each of the background questionnaire items that were administered.

The 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 (NRC) to substitute the appropriate wording for their country and/or to modify or delete any inappropriate questions or options. These instructions were indicated in two ways in the questionnaires by the text <NRC NOTE:> and <International Option>. When used it was an indicator that the NRC was to substitute, if necessary, an appropriate national option that would retain the same basic interpretation as the international version.

The documentation of the national adaptations to the background questionnaire items is included in Supplement 2 of this User Guide. This provides the user with information required to evaluate the availability of internationally comparable data for use in secondary analyses involving the PIRLS background variables.

The questionnaires included with this Supplement have each question with its corresponding variable name in the margin.

The international background variables are listed in this supplement in order of the corresponding questions in the international version of the background questionnaires. For each background variable, the corresponding international questionnaire location is given. The questionnaire item numbers associated with each variable are indicated by field locations according to the formats given in Table S1.1. The lists of background variables for the student, teacher, and school questionnaires are presented in Tables S1.2 through S1.5.

**Exhibit S1.1 Background Questionnaire Item Field Location Format Conventions**

Questionnaire	Location
Student Questionnaire	SG1-***
Home Background Questionnaire	SH1-***
Teacher Questionnaire	TG1-***
School Questionnaire	CG1-***

**Exhibit S1.2 ASG**

Location	Variable Name	Label
SG1-01	ASBGSEX	Are you a boy or a girl?
SG1-02A	ASBGBIRM	In what month were you born?
SG1-02B	ASBGBIRY	In what year were you born?
SG1-03A	ASBGTOC1	How often do you read aloud to someone at home?
SG1-03B	ASBGTOC2	How often do you listen to someone at home read aloud to you?
SG1-03C	ASBGTOC3	How often do you talk with your friends about what you are reading?
SG1-03D	ASBGTOC4	How often do you talk with your family about what you are reading?
SG1-03E	ASBGTOC5	How often do you read for fun outside of school?
SG1-03F	ASBGTOC6	How often do you read to find out about things you want to learn?
SG1-03G	ASBGTOC7	How often do you watch television or videos outside of school?
SG1-04A	ASBGROC1	How often do you read comic books outside of school?
SG1-04B	ASBGROC2	How often do you read stories or novels outside of school?
SG1-04C	ASBGROC3	How often do you read books that explain things outside of school?
SG1-04D	ASBGROC4	How often do you read magazines outside of school?
SG1-04E	ASBGROC5	How often do you read newspapers outside of school?
SG1-04F	ASBGROC6	How often do you read directions or instructions outside of school?
SG1-04G	ASBGROC7	How often do you read subtitles on the television outside of school?
SG1-04H	ASBGROC8	How often do you <country-specific> outside of school?
SG1-05	ASBGBLIB	How often do you borrow books from your school or local library to read for fun?
SG1-06	ASBGTVDY	About how much time do you spend watching television or videos outside of school on a normal school day?

**Continued**

**Exhibit S1.2 ASG (Continued)**

Location	Variable Name	Label
SG1-07A	ASBG TIC1	In school, how often does your teacher read aloud to the class?
SG1-07B	ASBG TIC2	In school, how often do you read aloud to the whole class?
SG1-07C	ASBG TIC3	In school, how often do you read aloud to a small group of students in your class?
SG1-07D	ASBG TIC4	In school, how often do you read silently on your own?
SG1-07E	ASBG TIC5	In school, how often do you follow along while other students read aloud?
SG1-07F	ASBG TIC6	In school, how often do you read books you choose yourself?
SG1-08A	ASBG AFR1	After you have read something in class, how often do you answer questions in a workbook or worksheet about what you have read?
SG1-08B	ASBG AFR2	After you have read something in class, how often do you write something about what you have read?
SG1-08C	ASBG AFR3	After you have read something in class, how often do you answer questions aloud that your teachers asks about what you have read?
SG1-08D	ASBG AFR4	After you have read something in class, how often do you talk with other students about what you have read?
SG1-08E	ASBG AFR5	After you have read something in class, how often do you draw pictures or art about what you have read?
SG1-08F	ASBG AFR6	After you have read something in class, how often do you act in a play or drama about what you have read?
SG1-08G	ASBG AFR7	After you have read something in class, how often do you do a group project with other students in the class about what you have read?
SG1-08H	ASBG AFR8	After you have read something in class, how often do you take a written quiz or test about what you have read?
SG1-09	ASBG HWRD	How often does your teacher give you reading to do for homework?
SG1-10	ASBG HWTM	On days when you have reading to do for homework, how much time do you spend on this reading?

**Continued**

**Exhibit S1.2 ASG (Continued)**

Location	Variable Name	Label
SG1-11	ASBGUSPC	Do you ever use a computer?
SG1-11A1	ASBGPCU1	How often do you use a computer at home?
SG1-11A2	ASBGPCU2	How often do you use a computer at school?
SG1-11A3	ASBGPCU3	How often do you use a computer at some other place?
SG1-11B1	ASBGPC1	How often do you play games on the computer?
SG1-11B2	ASBGPC2	How often do you use the computer to write reports or stories?
SG1-11B3	ASBGPC3	How often do you use the computer to look up information (internet, CD-ROM)?
SG1-11B4	ASBGPC4	How often do you send and read emails?
SG1-12A	ASBGRST1	How much do you agree with the statement "I read only if I have to?"
SG1-12B	ASBGRST2	How much do you agree with the statement "I like talking about books with other people?"
SG1-12C	ASBGRST3	How much do you agree with the statement "I would be happy if someone gave me a book as a present?"
SG1-12D	ASBGRST4	How much do you agree with the statement "I think reading is boring?"
SG1-12E	ASBGRST5	How much do you agree with the statement "I need to read well for my future?"
SG1-12F	ASBGRST6	How much do you agree with the statement "I enjoy reading?"
SG1-13A	ASBGRAB1	How much do you agree with the statement "reading is very easy for me?"
SG1-13B	ASBGRAB2	How much do you agree with the statement "I do not read as well as other students in my class?"
SG1-13C	ASBGRAB3	How much do you agree with the statement "when I am reading by myself, I understand almost everything I read?"
SG1-13D	ASBGRAB4	How much do you agree with the statement "reading aloud is very hard for me?"
SG1-14A	ASBGCST1	How much do you agree with the statement "I feel safe when I am at school?"
SG1-14B	ASBGCST2	How much do you agree with the statement "I like being in school?"

**Continued**

**Exhibit S1.2 ASG (Continued)**

Location	Variable Name	Label
SG1-14C	ASBGCST3	How much do you agree with the statement "I think that students in my school work hard?"
SG1-14D	ASBGCST4	How much do you agree with the statement "I think that teachers in my school care about me?"
SG1-14E	ASBGCST5	How much do you agree with the statement "I think that teachers in my school want students to work hard?"
SG1-15A	ASBGSSTL	During the last month at school was something stolen from you?
SG1-15B	ASBGOSTL	During the last month at school was something stolen from someone in your class?
SG1-15C	ASBGSBUL	During the last month at school were you bullied by another student?
SG1-15D	ASBGOBUL	During the last month at school was someone at your school bullied by another student?
SG1-15E	ASBGSHRT	During the last month at school were you hit or hurt by another student?
SG1-15F	ASBGOHRT	During the last month at school was someone in your class hit or hurt by another student?
SG1-16A	ASBGLAN1	Did you learn to speak <language of test> when you were little?
SG1-16B	ASBGLAN2	Did you learn to speak <country-specific> when you were little?
SG1-16C	ASBGLAN3	Did you learn to speak <country-specific> when you were little?
SG1-16D	ASBGLAN4	Did you learn to speak <country-specific> when you were little?
SG1-16E	ASBGLAN5	Did you learn to speak <country-specific> when you were little?
SG1-16F	ASBGLAN6	Did you learn to speak another language not listed when you were little?
SG1-17	ASBGLANH	How often do you speak <language of test> at home?
SG1-18	ASBGLANA	How often do you speak <language of test> with adults living in your home?
SG1-19	ASBGBOOK	About how many books are there in your home?
SG1-20A	ASBGPS1	Do you have a computer in your home?
SG1-20B	ASBGPS2	Do you have a desk/study table for your use in your home?

**Continued**



**Exhibit S1.2 ASG (Continued)**

Location	Variable Name	Label
SG1-20C	ASBGPS3	Do you have books of your very own (not school books) in your house?
SG1-20D	ASBGPS4	Do you have a daily newspaper in your home?
SG1-20E	ASBGPS5	Do you have <country-specific indicator of wealth> in your home?
SG1-20F	ASBGPS6	Do you have <country-specific indicator of wealth> in your home?
SG1-20G	ASBGPS7	Do you have <country-specific indicator of wealth> in your home?
SG1-20H	ASBGPS8	Do you have <country-specific indicator of wealth> in your home?
SG1-20I	ASBGPS9	Do you have <country-specific indicator of wealth> in your home?
SG1-20J	ASBGPS10	Do you have <country-specific indicator of wealth> in your home?
SG1-20K	ASBGPS11	Do you have <country-specific indicator of wealth> in your home?
SG1-20L	ASBGPS12	Do you have <country-specific indicator of wealth> in your home?
SG1-21	ASBGPEOP	Altogether, how many people live in your home?
SG1-22	ASBGCHDH	How many children live in your home?
SG1-23	ASBGBRN1	Were you born in <country>?
SG1-23A	ASBGBRN2	How old were you when you came to <country>?
SG1-24	ASBGBRNM	Was your mother born in <country>?
SG1-25	ASBGBRNF	Was your father born in <country>?

**Exhibit S1.3 ASH**

Location	Variable Name	Label
SH1-01A	ASBHCPLF	Who completed this questionnaire? (Female)
SH1-01B	ASBHCPLM	Who completed this questionnaire? (Male)
SH1-01C	ASBHCPLO	Who completed this questionnaire? (Other)
SH1-02A	ASBHAC1	Before your child began <ISCED Level 1>, how often did you or someone else in your home read books with him or her?
SH1-02B	ASBHAC2	Before your child began <ISCED Level 1>, how often did you or someone else in your home tell stories with him or her?
SH1-02C	ASBHAC3	Before your child began <ISCED Level 1>, how often did you or someone else in your home sing songs with him or her?
SH1-02D	ASBHAC4	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?
SH1-02E	ASBHAC5	Before your child began <ISCED Level 1> how often did you or someone else in your home do reading activities on the computer with him or her?
SH1-02F	ASBHAC6	Before your child began <ISCED Level 1>, how often did you or someone else in your home play word games with him or her?
SH1-02G	ASBHAC7	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?
SH1-02H	ASBHAC8	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?
SH1-02I	ASBHAC9	Before your child began <ISCED Level 1>, how often did you or someone else in your home watch television programs that teach reading with him or her?
SH1-02J	ASBHAC10	Before your child began <ISCED Level 1>, how often did you or someone else in your home watch television programs or videos with subtitles?
SH1-02K	ASBHAC11	Before your child began <ISCED Level 1>, how often did you or someone else in your home (country-specific) with him or her?
SH1-03	ASBH0ATT	Did your child attend <ISCED Level 0>?
SH1-03A	ASBH0TIM	How long did your child attend <ISCED Level 0>?

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**Exhibit S1.3 ASH (Continued)**

Location	Variable Name	Label
SH1-04	ASBHAGE	How old was your child when he/she began <ISCED Level 1>?
SH1-05A	ASBHABI1	How well could your child recognize most of the letters of the alphabet when he/she began <ISCED Level 1>?
SH1-05B	ASBHABI2	How well could your child read some words when he/she began <ISCED Level 1>?
SH1-05C	ASBHABI3	How well could your child read sentences when he/she began <ISCED Level 1>?
SH1-05D	ASBHABI4	How well could your child write letters of the alphabet when he/she began <ISCED Level 1>?
SH1-05E	ASBHABI5	How well could your child write some words when he/she began <ISCED Level 1>?
SH1-06A	ASBHTWC1	How often do you or someone else in your home read aloud to your child?
SH1-06B	ASBHTWC2	How often do you or someone else in your home listen to your child read aloud?
SH1-06C	ASBHTWC3	How often do you or someone else in your home talk with your child about what he/she is reading on his/her own?
SH1-06D	ASBHTWC4	How often do you or someone else in your home talk with your child about what you or someone else in the home is reading?
SH1-06E	ASBHTWC5	How often do you or someone else in your home discuss your child's classroom reading work with him/her?
SH1-06F	ASBHTWC6	How often do you or someone else in your home go to the library or a bookstore with your child?
SH1-06G	ASBHTWC7	How often do you or someone else in your home play or work on the computer with your child?
SH1-06H	ASBHTWC8	How often do you or someone else in your home encourage your child to write (not using a computer)?
SH1-07A	ASBHCON1	How often has your child's school asked you to make sure your child does his/her reading assignments?
SH1-07B	ASBHCON2	How often has your child's school given or sent home examples of your child's classroom work in <language of test>?
SH1-07C	ASBHCON3	How often has your child's school given or sent home information about your child's performance in reading?
SH1-08A	ASBHTHK1	Do you think your child's school makes an effort to include you in your child's education?

**Continued**

**Exhibit S1.3 ASH (Continued)**

Location	Variable Name	Label
SH1-08B	ASBHTHK2	Do you think your child's school cares about your child's progress in school?
SH1-08C	ASBHTHK3	Do you think your child's school does a good job in helping your child become a better reader?
SH1-09	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?
SH1-10A	ASBHRRE1	When you are at home, how often do you read for work?
SH1-10B	ASBHRRE2	When you are at home, how often do you read for enjoyment?
SH1-10C	ASBHRRE3	When you are at home, how often do you read to get news?
SH1-10D	ASBHRRE4	When you are at home, how often do you read for your education/school?
SH1-10E	ASBHRRE5	When you are at home, how often do you read for other reasons?
SH1-11A	ASBHSTM1	How much do you agree that you only read if you have to?
SH1-11B	ASBHSTM2	How much do you agree that you like talking about books with other people?
SH1-11C	ASBHSTM3	How much do you agree that you like to spend your spare time reading?
SH1-11D	ASBHSTM4	How much do you agree that you read only if you need information?
SH1-11E	ASBHSTM5	How much do you agree that reading is an important activity in your home?
SH1-12	ASBHBOOK	About how many books are there in your home?
SH1-13	ASBHCHBK	About how many children's books are there in your home?
SH1-14A	ASBHEDUF	What is the highest level of education completed by the child's father/stepfather/male guardian?
SH1-14B	ASBHEDUM	What is the highest level of education completed by the child's mother/stepmother/female guardian?
SH1-15A	ASBHEMPF	What best describes the employment situation of the child's father/stepfather/male guardian?
SH1-15B	ASBHEMPM	What best describes the employment situation of the child's mother/stepmother/female guardian?
SH1-16A	ASBHMJF	What kind of work does the child's father/stepfather/male guardian do for their main job?

**Continued**

**Exhibit S1.3 ASH (Continued)**

Location	Variable Name	Label
SH1-16B	ASBHMJM	What kind of work does the child's mother/stepmother/female guardian do for their main job?
SH1-17	ASBHWELL	Compared with other families, how well-off do you think your family is financially?
SH1-18	ASBHINCM	In which range is your annual household income, before taxes?
SH1-19	ASBHCOMP	About how long did it take you to complete this survey?

**Exhibit S1.4 ATG**

Location	Variable Name	Label
TG1-01A	ATBGCSTD	How many students are in this class?
TG1-01B	ATBG4STD	How many students in this class are in the <fourth-grade>?
TG1-02	ATBGRLEV	According to your experience, how would you describe the reading level of these students?
TG1-03	ATBGDIFU	How many students experience difficulties understanding spoken <language of test>?
TG1-04A	ATBGNDIN	How many students need <remedial> instruction in reading?
TG1-04B	ATBGRCIN	How many students who need it receive <remedial> instruction in reading?
TG1-05	ATBGRCEN	How many students receive <enrichment> reading instruction?
TG1-06	ATBGTCH	Which of these best describes how you teach <language of test> to the <fourth-grade> students in this class?
TG1-07A1	ATBGACTH	In a typical week, how many hours do you spend on <language of test> language instruction and/or activities with the students?
TG1-07A2	ATBGACTM	In a typical week, how many minutes do you spend on <language of test> language instruction and/or activities with the students?
TG1-07B	ATBGHMW1	How often do you assign <language of test> language activities for homework?
TG1-07C	ATBGHMW2	In general, how much time do you expect students to spend on <language of test> language homework each time you assign it?
TG1-08	ATBGRTCH	Which of these best describes how you teach reading to the <fourth-grade> students in this class?
TG1-09A1	ATBGRINH	Regardless of whether or not you have formally scheduled time for reading instruction, in a typical week about how many hours do you spend on reading instruction and/or activities with the students?
TG1-09A2	ATBGRINM	Regardless of whether or not you have formally scheduled time for reading instruction, in a typical week about how many minutes do you spend on reading instruction and/or activities with the students?
TG1-09B	ATBGFRIN	Is any of the time in 9A you spend on reading instruction and/or activities with the students explicitly for formal reading instruction that is designed to develop or enhance reading comprehension skills?

**Continued**

**Exhibit S1.4 ATG (Continued)**

Location	Variable Name	Label
TG1-09C1	ATBGFRDH	How many hours per week are explicitly for formal reading instruction?
TG1-09C2	ATBGFRDM	How many minutes per week are explicitly for formal reading instruction?
TG1-10	ATBGRACT	How often do you have reading instruction and/or do reading activities with the students?
TG1-11A	ATBGORG1	When you have reading instruction and/or do reading activities, how often do you teach reading as a whole-class activity?
TG1-11B	ATBGORG2	When you have reading instruction and/or do reading activities, how often do you create same-ability groups?
TG1-11C	ATBGORG3	When you have reading instruction and/or do reading activities, how often do you create mixed-ability groups?
TG1-11D	ATBGORG4	When you have reading instruction and/or do reading activities, how often do create groups based on other criteria?
TG1-11E	ATBGORG5	When you have reading instruction and/or do reading activities, how often do use individualized instruction for reading?
TG1-12A	ATBGRES1	When you have reading instruction and/or do reading activities with the students, how often do you use textbooks or a reading series?
TG1-12B	ATBGRES2	When you have reading instruction and/or do reading activities with the students, how often do you use workbooks or worksheets?
TG1-12C	ATBGRES3	When you have reading instruction and/or do reading activities with the students, how often do you use children's newspapers and/or magazines?
TG1-12D	ATBGRES4	When you have reading instruction and/or do reading activities with the students, how often do you use computer software for reading instruction?
TG1-12E	ATBGRES5	When you have reading instruction and/or do reading activities with the students, how often do you use "on-line" reading materials (web pages)?
TG1-12F	ATBGRES6	When you have reading instruction and/or do reading activities with the students, how often do you use a variety of children's books?

**Continued**

**Exhibit S1.4 ATG (Continued)**

Location	Variable Name	Label
TG1-12G	ATBGRES7	When you have reading instruction and/or do reading activities with the students, how often do you use materials from other subjects?
TG1-13A	ATBGTXT1	When you have reading instruction and/or do reading activities with the students, how often do you have them read fables and fairy tales?
TG1-13B	ATBGTXT2	When you have reading instruction and/or do reading activities with the students, how often do you have them read other stories (fiction)?
TG1-13C	ATBGTXT3	When you have reading instruction and/or do reading activities with the students, how often do you have them read longer books with chapters (fiction)?
TG1-13D	ATBGTXT4	When you have reading instruction and/or do reading activities with the students, how often do you have them read poems?
TG1-13E	ATBGTXT5	When you have reading instruction and/or do reading activities with the students, how often do you have them read plays?
TG1-13F	ATBGTXT6	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 (non-fiction)?
TG1-13G	ATBGTXT7	When you have reading instruction and/or do reading activities with the students, how often do you have them read instructions or manuals about how things work?
TG1-13H	ATBGTXT8	When you have reading instruction and/or do reading activities with the students, how often do you have them read charts, diagrams, graphs?
TG1-14	ATBGUMAT	Which of these best describes how you use reading instructional materials for students at different reading levels?
TG1-15A	ATBGRA1	When you have reading instruction and/or do reading activities with the students, how often do you read aloud to the class?
TG1-15B	ATBGRA2	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?
TG1-15C	ATBGRA3	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?
TG1-15D	ATBGRA4	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?

**Continued**



**Exhibit S1.4 ATG (Continued)**

Location	Variable Name	Label
TG1-15E	ATBGRA5	When you have reading instruction and/or do reading activities with the students, how often do you ask students to read silently while other students read aloud?
TG1-15F	ATBGRA6	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?
TG1-15G	ATBGRA7	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?
TG1-15H	ATBGRA8	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?
TG1-15I	ATBGRA9	When you have reading instruction and/or do reading activities with the students, how often do you teach students new vocabulary systematically?
TG1-15J	ATBGRA10	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?
TG1-16A	ATBGASK1	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?
TG1-16B	ATBGASK2	After students have read something, how often do you ask them to write something about or in response to what they have read?
TG1-16C	ATBGASK3	After students have read something, how often do you ask them to answer oral questions about or orally summarize what they have read?
TG1-16D	ATBGASK4	After students have read something, how often do you ask them to talk with each other about what they have read?
TG1-16E	ATBGASK5	After students have read something, how often do you ask them to draw pictures or do an art project about what they have read?
TG1-16F	ATBGASK6	After students have read something, how often do you ask them to do a play or dramatization about what they have read?
TG1-16G	ATBGASK7	After students have read something, how often do you ask them to do a group project about what they have read?
TG1-16H	ATBGASK8	After students have read something, how often do you ask them to take a written quiz or test about what they have read?

**Continued**

**Exhibit S1.4 ATG (Continued)**

Location	Variable Name	Label
TG1-17A	ATBGDEV1	How often do you ask students to identify the main ideas of what they have read to help develop reading comprehension skills or strategies?
TG1-17B	ATBGDEV2	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?
TG1-17C	ATBGDEV3	How often do you ask students to compare what they have read with experience they have had to help develop reading comprehension skills or strategies?
TG1-17D	ATBGDEV4	How often do you ask students compare what they have read with other things they have read to help develop reading comprehension skills or strategies?
TG1-17E	ATBGDEV5	How often do you ask students to make predictions about what will happen next in the text they are reading to help develop reading comprehension skills or strategies?
TG1-17F	ATBGDEV6	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?
TG1-17G	ATBGDEV7	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?
TG1-17H	ATBGDEV8	How often do you ask students to do other activities to help develop reading comprehension skills or strategies?
TG1-18A	ATBGPR1	How often do you have students watch film versions of children's books or stories as part of reading instruction?
TG1-18B	ATBGPR2	How often do you have students watch movies, videos, or television to obtain information?
TG1-18C	ATBGPR3	How often do you have students compare material presented in different media?
TG1-19	ATBGPCAV	Are computers available for use by your class?
TG1-19A1	ATBGPC1	Are one or more computers available in your classroom?
TG1-19A2	ATBGPC2	Are computers available elsewhere in the school?
TG1-19B	ATBGWWW	Do any of the computers have access to the internet (email or World Wide Web)?
TG1-19C1	ATBGPCA1	How often do you have students use computer technology to find information?

**Continued**

**Exhibit S1.4 ATG (Continued)**

Location	Variable Name	Label
TG1-19C2	ATBGPCA2	How often do you have students read stories or other texts on the computer?
TG1-19C3	ATBGPCA3	How often do you have students use instructional software to develop reading skills and strategies?
TG1-19C4	ATBGPCA4	How often do you have students use the computer to write stories or other texts?
TG1-19C5	ATBGPCA5	How often do you have students use the computer to communicate with or do projects with students in other schools or countries?
TG1-20	ATBGLICR	Do you have a library or reading corner in your classroom?
TG1-20A1	ATBGLIBK	About how many books with different titles are in your classroom library?
TG1-20A2	ATBGLIMG	About how many magazines with different titles are in your classroom library?
TG1-20B	ATBGLIUS	How often do you give the students in your class time to use the classroom library or reading corner?
TG1-20C	ATBGLIBW	Can the students borrow books from the classroom library or reading corner to take home?
TG1-21	ATBGSDLI	How often do you take or send the students to the school library?
TG1-22	ATBGRHW1	How often do you assign reading (any kind of reading) as part of homework?
TG1-23	ATBGRHW2	In general, how much time do you expect students to spend on homework involving reading each time you assign it?
TG1-24A	ATBGDIF1	Is a <reading specialist> available to work in your classroom with those students who have difficulty with reading?
TG1-24B	ATBGDIF2	Is a <reading specialist> available to work in a <remedial reading classroom> with those students who have difficulty with reading?
TG1-24C	ATBGDIF3	Is a teacher-aid or other adult available to work in you classroom with those students who have difficulty with reading?
TG1-24D	ATBGDIF4	Are other professionals (e.g., learning specialist, speech therapist) available to work with those students who have difficulty with reading?

**Continued**

**Exhibit S1.4 ATG (Continued)**

Location	Variable Name	Label
TG1-25A	ATBGBRD1	If a student begins to fall behind in reading, do you wait to see if performance improves with maturation?
TG1-25B	ATBGBRD2	If a student begins to fall behind in reading, do you spend more time working on reading individually with that student?
TG1-25C	ATBGBRD3	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?
TG1-25D	ATBGBRD4	If a student begins to fall behind in reading, do you have the student work in the regular classroom with a teacher-aid?
TG1-25E	ATBGBRD5	If a student begins to fall behind in reading, do you have the student work in the regular classroom with a <reading specialist>?
TG1-25F	ATBGBRD6	If a student begins to fall behind in reading, do you have the student work in a remedial reading classroom with a <reading specialist>?
TG1-25G	ATBGBRD7	If a student begins to fall behind in reading, do you have the student do other activities?
TG1-26A	ATBGPRO1	How much emphasis do you place on diagnostic tests/screening programs to monitor students' progress in reading?
TG1-26B	ATBGPRO2	How much emphasis do you place on classroom tests to monitor students' progress in reading?
TG1-26C	ATBGPRO3	How much emphasis do you place on national or regional examinations to monitor students' progress in reading?
TG1-26D	ATBGPRO4	How much emphasis do you place on standardized tests to monitor students' progress in reading?
TG1-26E	ATBGPRO5	How much emphasis do you place on your professional opinion to monitor students' progress in reading?
TG1-27A	ATBGPFM1	How often do you use multiple-choice questions on material read to assess students' performance in reading?
TG1-27B	ATBGPFM2	How often do you use short-answer questions on material read to assess students' performance in reading?
TG1-27C	ATBGPFM3	How often do you use paragraph-length written responses about what students have read to assess students' performance in reading?
TG1-27D	ATBGPFM4	How often do you listen to students read aloud to assess students' performance in reading?

**Continued**

**Exhibit S1.4 ATG (Continued)**

Location	Variable Name	Label
TG1-27E	ATBGPFM5	How often do you determine oral reading accuracy to assess students' performance in reading?
TG1-27F	ATBGPFM6	How often do you use oral questioning of students to assess students' performance in reading?
TG1-27G	ATBGPFM7	How often do you have students give an oral summary/report of what they have read to assess students' performance in reading?
TG1-27H	ATBGPFM8	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?
TG1-28	ATBGPFOL	How much are portfolios a part of your assessment of students' progress in reading?
TG1-29A	ATBGOPP1	To what extent do you agree with the statement: "This school offers me adequate time for professional development?"
TG1-29B	ATBGOPP2	To what extent do you agree with the statement: "This school offers me an active professional development program for teaching reading?"
TG1-29C	ATBGOPP3	To what extent do you agree with the statement: "This school offers incentives for me to improve my classroom management and instructional techniques?"
TG1-30	ATBGMEET	About how often do you have meetings with other teachers to discuss and plan reading curriculum or teaching approaches?
TG1-31A	ATBGPAR1	For the typical <fourth-grade> student in this class, how often do you meet or talk with the child's parents to discuss his/her progress in <language of test>?
TG1-31B	ATBGPAR2	For the typical <fourth-grade> student in this class, how often do you send examples of the child's classroom work in <language of test> home to his or her parents?
TG1-32	ATBGGOOD	About how many <fourth-grade> students in this class do you expect will grow up to be good readers?
TG1-33	ATBGTAUG	By the end of this school year, how many years will you have been teaching altogether?
TG1-34	ATBG4TAU	By the end of this school year, how many years in total will you have been teaching <fourth-grade>?
TG1-35	ATBGAGE	How old are you?
TG1-36	ATBGSEX	Are you male or female?

**Continued**

**Exhibit S1.4 ATG (Continued)**

Location	Variable Name	Label
TG1-37	ATBGEDUC	What is the highest level of formal education you have completed?
TG1-38	ATBGCERT	Do you have a <teaching certificate>?
TG1-39A	ATBGARE1	As part of your formal education and/or training, to what extent did you study <language of test> language?
TG1-39B	ATBGARE2	As part of your formal education and/or training, to what extent did you study literature?
TG1-39C	ATBGARE3	As part of your formal education and/or training, to what extent did you study pedagogy/teaching reading?
TG1-39D	ATBGARE4	As part of your formal education and/or training, to what extent did you study psychology?
TG1-39E	ATBGARE5	As part of your formal education and/or training, to what extent did you study remedial reading?
TG1-39F	ATBGARE6	As part of your formal education and/or training, to what extent did you study reading theory?
TG1-39G	ATBGARE7	As part of your formal education and/or training, to what extent did you study children's language development?
TG1-39H	ATBGARE8	As part of your formal education and/or training, to what extent did you study special education?
TG1-39I	ATBGARE9	As part of your formal education and/or training, to what extent did you study other areas?
TG1-40	ATBGSEMI	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?
TG1-41A	ATBGRD1	For your professional development, about how often do you read books or professional journals related to teaching in general?
TG1-41B	ATBGRD2	For your professional development, about how often do you read books or professional journals related to teaching reading?
TG1-41C	ATBGRD3	For your professional development, about how often do you read children's books?
TG1-42A	ATBGRRE1	When you are at home, how often do you read for work?
TG1-42B	ATBGRRE2	When you are at home, how often do you read for enjoyment?
TG1-42C	ATBGRRE3	When you are at home, how often do you read to get news?

**Continued**

**Exhibit S1.4 ATG (Continued)**

Location	Variable Name	Label
TG1-42D	ATBGRRE4	When you are at home, how often do you read for your education/school?
TG1-42E	ATBGRRE5	When you are at home, how often do you read for other reasons?
TG1-43	ATBG4TCH	Besides you, do any other teachers teach the <fourth-grade> students in this class for a significant portion of the school week?
TG1-44	ATBGCOMP	About how long did it take you to complete this questionnaire?

**Exhibit S1.5 ACG**

Location	Variable Name	Label
CG1-01A	ACBGGRD1	Which of the following <one grade below grade tested> are found in your school?
CG1-01B	ACBGGRD2	Which of the following <two grades below grade tested> are found in your school?
CG1-01C	ACBGGRD3	Which of the following <three grades below grade tested> are found in your school?
CG1-01D	ACBGGRD4	Which of the following <four grades below grade tested> are found in your school?
CG1-01E	ACBGGRD5	Which of the following <Second year of Level 0> are found in your school?
CG1-01F	ACBGGRD6	Which of the following <First year of Level 0> are found in your school?
CG1-02A	ACBGGENR	What is the total enrollment of girls in your school as of September 1, 2000?
CG1-02B	ACBGBENR	What is the total enrollment of boys in your school as of September 1, 2000?
CG1-03A	ACBGG4EN	What is the total enrollment of <fourth-grade> girls in your school as of September 1, 2000?
CG1-03B	ACBGB4EN	What is the total enrollment of <fourth-grade> boys in your school as of September 1, 2000?
CG1-04	ACBGCLOC	Is your school located in a city or town?
CG1-04A	ACBGCLOS	What is the size of the town or city in which your school is located?
CG1-05	ACBGCOMM	How would you characterize the area in which your school is located?
CG1-06A	ACBGAVR1	Please indicate the nearest availability of the public library in relation to your school.
CG1-06B	ACBGAVR2	Please indicate the nearest availability of a bookstore or book department in a store in relation to your school.
CG1-06C	ACBGAVR3	Please indicate the nearest availability of a secondary-level school in relation to your school.
CG1-06D	ACBGAVR4	Please indicate the nearest availability of a college or university in relation to your school.
CG1-06E	ACBGAVR5	Please indicate the nearest availability of a museum or art gallery in relation to your school.

**Continued**



**Exhibit S1.5 ACG (Continued)**

Location	Variable Name	Label
CG1-06F	ACBGAVR6	Please indicate the nearest availability of a theatre or concert hall in relation to your school.
CG1-07	ACBGENDY	Of the students who were enrolled in your school at the start of the school year last year, about what percentage was still enrolled at the end of the school year?
CG1-08A	ACBGPSS1	Approximately what percentage of students in your school come from economically disadvantaged homes?
CG1-08B	ACBGPSS2	Approximately what percentage of students in your school come from economically affluent homes?
CG1-08C	ACBGPSS3	Approximately what percentage of students in your school were born in another country?
CG1-08D	ACBGPSS4	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?
CG1-09A	ACBGPGS1	Approximately what percentage of grades 1-4 students in your school do not speak <language of the test> as their first language?
CG1-09B	ACBGPGS2	Approximately what percentage of grades 1-4 students in your school have learning disabilities related to reading in <language of test>?
CG1-09C	ACBGPGS3	Approximately what percentage of grades 1-4 students in your school receive remedial reading instruction in <language of test>?
CG1-09D	ACBGPGS4	Approximately what percentage of grades 1-4 students in your school receive <enrichment> reading instruction?
CG1-10	ACBGSABI	Are the <fourth-grade> classes formed on the basis of students' ability (so that all students in a class are about the same ability)?
CG1-11A	ACBGIDY	How many days per year is your school open for instruction for <fourth-grade> students?
CG1-11B1	ACBGIHD	What is the total number of instructional hours, excluding breaks, in a typical day for <fourth-grade> students in your school?
CG1-11B2	ACBGIMD	What is the total number of instructional minutes, excluding breaks, in a typical day for <fourth-grade> students in your school?
CG1-11C	ACBGIDYW	In one calendar week, how many days is the school open for instruction for <fourth-grade> students?
CG1-11C1	ACBGIDYO	In one calendar week, how many days is the school open for instruction?

**Continued**

**Exhibit S1.5 ACG (Continued)**

Location	Variable Name	Label
CG1-12	ACBGSTST	How long do <ISCED Level 1> students in your school typically stay with the same <classroom teacher>?
CG1-13A	ACBGINF1	How much influence do national or regional standards for teaching and learning have on your school's <fourth-grade> curriculum or the way that teachers instruct <fourth-grade> students?
CG1-13B	ACBGINF2	How much influence do national or regional examinations or assessments of student achievement have on your school's <fourth-grade> curriculum or the way that teachers instruct <fourth-grade> students?
CG1-13C	ACBGINF3	How much influence do other standardized tests have on your school's <fourth-grade> curriculum or the way that teachers instruct <fourth-grade> students?
CG1-13D	ACBGINF4	How much influence do parents' wishes have on your school's <fourth-grade> curriculum or the way that teachers instruct <fourth-grade> students?
CG1-13E	ACBGINF5	How much influence do students' wishes have on your school's <fourth-grade> curriculum or the way that teachers instruct <fourth-grade> students?
CG1-14A	ACBG1GR1	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>?
CG1-14B	ACBG1GR2	About how many of the students in your school can read some words when they begin <first year of formal schooling>?
CG1-14C	ACBG1GR3	About how many of the students in your school can read sentences when they begin <first year of formal schooling>?
CG1-14D	ACBG1GR4	About how many of the students in your school can write letters of the alphabet when they begin <first year of formal schooling>?
CG1-14E	ACBG1GR5	About how many of the students in your school can write some words when they begin <first year of formal schooling>?
CG1-15A	ACBGCUR1	Compared with other areas of the curriculum, how much emphasis does your school place on teaching reading skills to students in grades <1-4>?

**Continued**

**Exhibit S1.5 ACG (Continued)**

Location	Variable Name	Label
CG1-15B	ACBGCUR2	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?
CG1-15C	ACBGCUR3	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?
CG1-16A	ACBGRWS	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)?
CG1-16B	ACBGRII	Does your school have informal initiatives to encourage reading among students (book clubs, independent reading contests, school-wide recreational reading periods)?
CG1-16C	ACBGRSP	Does your school have school-based programs for teachers geared towards the improvement of reading instruction?
CG1-17	ACBGPOL	Does your school have a policy to coordinate reading instruction across <fourth grade and below>?
CG1-18A	ACBGMA1	How does your school use reading series (basal readers, graded readers) in your reading instructional program for students in <fourth grade and below>?
CG1-18B	ACBGMA2	How does your school use textbooks in your reading instructional program for students in <fourth grade and below>?
CG1-18C	ACBGMA3	How does your school use a variety of children's books in your reading instructional program for students in <fourth grade and below>?
CG1-18D	ACBGMA4	How does your school use materials from different curricular areas in your reading instructional program for students in <fourth grade and below>?
CG1-18E	ACBGMA5	How does your school use children's newspapers and/or magazines in your reading instructional program for students in <fourth grade and below>?
CG1-19A	ACBGME1	At which <grades> prior to <fourth grade> does knowing letters of the alphabet first receive a major emphasis in instruction in your school?
CG1-19B	ACBGME2	At which <grades> prior to <fourth grade> does knowing letter-sound relationships first receive a major emphasis in instruction in your school?
CG1-19C	ACBGME3	At which <grades> prior to <fourth grade> does reading words first receive a major emphasis in instruction in your school?

**Continued**

**Exhibit S1.5 ACG (Continued)**

Location	Variable Name	Label
CG1-19D	ACBGME4	At which <grades> prior to <fourth grade> does reading isolated sentences first receive a major emphasis in instruction in your school?
CG1-19E	ACBGME5	At which <grades> prior to <fourth grade> does reading connected text first receive a major emphasis in instruction in your school?
CG1-19F	ACBGME6	At which <grades> prior to <fourth grade> does identifying the main idea of text first receive a major emphasis in instruction in your school?
CG1-19G	ACBGME7	At which <grades> prior to <fourth grade> does explaining or supporting understanding of text first receive a major emphasis in instruction in your school?
CG1-19H	ACBGME8	At which <grades> prior to <fourth grade> does comparing text with personal experience first receive a major emphasis in instruction in your school?
CG1-19I	ACBGME9	At which <grades> prior to <fourth grade> does comparing different text first receive a major emphasis in instruction in your school?
CG1-19J	ACBGME10	At which <grades> prior to <fourth grade> does making predictions about what will happen next in text first receive a major emphasis in instruction in your school?
CG1-19K	ACBGME11	At which <grades> prior to <fourth grade> does making generalizations and inferences based on text first receive a major emphasis in instruction in your school?
CG1-19L	ACBGME12	At which <grades> prior to <fourth grade> does describing style and structure of text first receive a major emphasis in instruction in your school?
CG1-20	ACBGIMPL	Which of these statements best describes how the reading instructional program in your school is implemented for students at different reading levels?
CG1-21	ACBGLI	Does your school have a library?
CG1-21A	ACBGLIST	What is the primary way your school library is staffed?
CG1-21B	ACBGLIBC	Approximately how many books with different titles does your school library have (exclude magazines and periodicals)?
CG1-21C	ACBGLIBM	Approximately how many titles of magazines and other periodicals does your school library have?

**Continued**

**Exhibit S1.5 ACG (Continued)**

Location	Variable Name	Label
CG1-22	ACBGRDCR	How many classrooms in your school have classroom libraries/reading corners?
CG1-23A	ACBGCMP1	What is the total number of computers that can be used for instructional purposes by <fourth-grade> students?
CG1-23B	ACBGCMP2	How many of the computers in 17a (if more than 0) have access to the internet (email or World Wide Web) for instructional/educational purposes?
CG1-24A	ACBGST1	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of instructional staff?
CG1-24B	ACBGST2	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of teachers qualified to teach reading?
CG1-24C	ACBGST3	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of instructional materials?
CG1-24D	ACBGST4	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of supplies?
CG1-24E	ACBGST5	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of school buildings and grounds?
CG1-24F	ACBGST6	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of heating/cooling and lighting systems?
CG1-24G	ACBGST7	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of instructional space?
CG1-24H	ACBGST8	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of special equipment for physically disabled students?
CG1-24I	ACBGST9	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of computers for instructional purposes?
CG1-24J	ACBGST10	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of computer software for instructional purposes?
CG1-24K	ACBGST11	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of computer support staff?

**Continued**

**Exhibit S1.5 ACG (Continued)**

Location	Variable Name	Label
CG1-24L	ACBGST12	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of library books?
CG1-24M	ACBGST13	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of audio-visual resources?
CG1-25A	ACBGPRG1	Are adult literacy programs available at your school site for the children and families in your school?
CG1-25B	ACBGPRG2	Are parent education programs available at your school site for the children and families in your school?
CG1-25C	ACBGPRG3	Are before- or after-school child care programs available at your school site for the children and families in your school?
CG1-25D	ACBGPRG4	Are health or social services available at your school site for the children and families in your school?
CG1-26A	ACBG4FA1	How often are teacher-parent conferences provided by your school for <fourth-grade> students and/or their families?
CG1-26B	ACBG4FA2	How often are letters, calendars, newsletters, etc. (sent home to provide parents with information about the school), provided by the school for <fourth-grade> students and/or their families?
CG1-26C	ACBG4FA3	How often are written reports of child's performance (sent home), provided by your school for <fourth-grade> students and/or their families?
CG1-26D	ACBG4FA4	How often are teacher home visits provided by your school for <fourth-grade> students and/or their families?
CG1-26E	ACBG4FA5	How often are events at school to which parents are invited, provided by your school for <fourth-grade> students and/or their families?
CG1-26F	ACBG4FA6	How often are fundraising activities that parents participate in provided by your school for <fourth-grade> students and/or their families?
CG1-27A	ACBGPAR1	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?
CG1-27B	ACBGPAR2	Approximately what percentage of students in your school have parents or guardians who attend teacher-parent conferences?

**Continued**

**Exhibit S1.5 ACG (Continued)**

Location	Variable Name	Label
CG1-27C	ACBGPAR3	Approximately what percentage of students in your school have parents or guardians who attend cultural, sporting, or social events at the school?
CG1-27D	ACBGPAR4	Approximately what percentage of students in your school have parents or guardians who do fundraising and other support activities for the school?
CG1-28A	ACBGCHA1	How would you characterize teacher job satisfaction within your school?
CG1-28B	ACBGCHA2	How would you characterize teachers' expectations for student achievement within your school?
CG1-28C	ACBGCHA3	How would you characterize parental support for student achievement within your school?
CG1-28D	ACBGCHA4	How would you characterize students' regard for school property within your school?
CG1-28E	ACBGCHA5	How would you characterize students' desire to do well in school within your school?
CG1-29A	ACBGPB1	To what degree is student tardiness a problem in your school?
CG1-29B	ACBGPB2	To what degree is student absenteeism a problem in your school?
CG1-29C	ACBGPB3	To what degree is classroom disturbance a problem in your school?
CG1-29D	ACBGPB4	To what degree is cheating a problem in your school?
CG1-29E	ACBGPB5	To what degree is profanity a problem in your school?
CG1-29F	ACBGPB6	To what degree is vandalism a problem in your school?
CG1-29G	ACBGPB7	To what degree is theft a problem in your school?
CG1-29H	ACBGPB8	To what degree is intimidation or verbal abuse among students a problem in your school?
CG1-29I	ACBGPB9	To what degree are physical conflicts among students a problem in your school?
CG1-29J	ACBGPB10	<To what degree is drug abuse a problem in your school?>
CG1-29K	ACBGPB11	<To what degree are weapons a problem in your school?>
CG1-29L	ACBGPB12	<To what degree is racism a problem in your school?>
CG1-29M	ACBGPB13	<To what degree is sexual harassment a problem in your school?>

**Continued**

**Exhibit S1.5 ACG (Continued)**

Location	Variable Name	Label
CG1-30	ACBGCOOP	Does your school have an official policy related to promoting cooperation and collaboration among teachers?
CG1-31	ACBGSTMT	How often do teachers have formally scheduled time for this?
CG1-32A	ACBGACT1	As principal of this school, approximately what percentage of your time is devoted to developing curriculum and pedagogy for your school?
CG1-32B	ACBGACT2	As principal of this school, approximately what percentage of your time is devoted to managing staff/staff development?
CG1-32C	ACBGACT3	As principal of this school, approximately what percentage of your time is devoted to administrative duties?
CG1-32D	ACBGACT4	As principal of this school, approximately what percentage of your time is devoted to parent and community relations?
CG1-32E	ACBGACT5	As principal of this school, approximately what percentage of your time is devoted to teaching?
CG1-32F	ACBGACT6	As principal of this school, approximately what percentage of your time is devoted to other activities?
CG1-33	ACBGCOMP	About how long did it take you to complete this questionnaire?



**Exhibit S1.6 RLS**

Location	Variable Name	Label
AS/01A	ASAGEY	How old are you (years)?
AS/01B	ASAGEM	How old are you (months in addition to years)?
AS/02	ASSEX	Are you a boy or a girl?
AS/03	ASUSLAN	How often do you speak <language of test> at home?
AS/04A	ASMEAL1	How often do you eat breakfast?
AS/04B	ASMEAL2	How often do you eat lunch?
AS/04C	ASMEAL3	How often do you eat and evening meal?
AS/05	ASNEWS	Do you get a daily newspaper at home?
AS/06	ASTV	On a school day, about how many hours do you usually watch TV or video outside of school?
AS/07	ASBOOKS	About how many books are there in your home?
AS/08A	ASHOM01	How many <item 1> can be found in your home?
AS/08B	ASHOM02	How many <item 2> can be found in your home?
AS/08C	ASHOM03	How many <item 3> can be found in your home?
AS/08D	ASHOM04	How many <item 4> can be found in your home?
AS/08E	ASHOM05	How many <item 5> can be found in your home?
AS/08F	ASHOM06	How many <item 6> can be found in your home?
AS/08G	ASHOM07	How many <item 7> can be found in your home?
AS/08H	ASHOM08	How many <item 8> can be found in your home?
AS/08I	ASHOM09	How many <item 9> can be found in your home?
AS/08J	ASHOM10	How many <item 10> can be found in your home?
AS/09A	ASSTUD1	Do you have <item 1>?
AS/09B	ASSTUD2	Do you have <item 2>?
AS/09C	ASSTUD3	Do you have <item 3>?
AS/09D	ASSTUD4	Do you have <item 4>?

**Continued**

**Exhibit S1.6 RLS (Continued)**

Location	Variable Name	Label
AS/09E	ASSTUD5	Do you have <item 5>?
AS/09F	ASSTUD6	Do you have <item 6>?
AS/09G	ASSTUD7	Do you have <item 7>?
AS/09H	ASSTUD8	Do you have <item 8>?
AS/10	ASPRHTL	How often do people at home read to you in <language of the test>?
AS/11	ASPRETL	Is there any other place outside of school and your home where someone reads to you in <language of test>?
AS/12	ASPRHOL	How often do people at home read to you in another language?
AS/13	ASPREOL	Is there any other place outside of school and your home where someone reads to you in another language?
AS/14	ASBORBO	How often do you borrow books from a school or public library?
AS/15	ASSRATE	How good are you at reading?
AS/16A	ASWAY01	Do you think liking reading is one of the three most important ways to become a good reader?
AS/16B	ASWAY02	Do you think having lots of time to read is one of the three most important ways to become a good reader?
AS/16C	ASWAY03	Do you think being able to concentrate well is one of the three most important ways to become a good reader?
AS/16D	ASWAY04	Do you think knowing how to sound out words is one of the three most important ways to become a good reader?
AS/16E	ASWAY05	Do you think learning the meaning of lots of words is one of the three most important ways to become a good reader?
AS/16F	ASWAY06	Do you think having many good books around is one of the three most important ways to become a good reader?
AS/16G	ASWAY07	Do you think having a lively imagination is one of the three most important ways to become a good reader?
AS/16H	ASWAY08	Do you think having lots of reading for homework is one of the three most important ways to become a good reader?

**Continued**

**Exhibit S1.6 RLS (Continued)**

Location	Variable Name	Label
AS/16I	ASWAY09	Do you think having lots of drill (practice) at hard things is one of the three most important ways to become a good reader?
AS/16J	ASWAY10	Do you think having lots of written exercises is one of the three most important ways to become a good reader?
AS/16K	ASWAY11	Do you think being told how to do it is one of the three most important ways to become a good reader?
AS/17	ASREATL	How often do you read in <language of test> to someone at home?
AS/18	ASASKRE	How often do your parents or other people at home ask you what you have been reading?
AS/19	ASHWKF	How often do you get reading homework?
AS/20	ASHWKT	About how much time do you spend on your reading homework?
AS/21	ASQUEST	How often are you asked questions in class about your reading homework?
AS/22	ASHWKH	How often are you helped with your reading homework?
AS/23	ASHWKO	If you don't finish the reading work you get to do by yourself in class, are you expected to finish it in your own time?
AS/24	ASWRITE	How often are you given written work about the reading work that you have been given?
AS/25	ASBOOKW	Did you read a book for fun last week?
AS/26	ASBOOKF	How often do you read books for fun?
AS/27	ASCOMIW	Did you read a comic book last week?
AS/28	ASCOMIF	How often do you read comic books?
AS/29	ASMAGAW	Did you read a magazine last week?
AS/30	ASMAGAF	How often do you read magazines?
AS/31	ASNEWSW	Did you read a newspaper last week?
AS/32	ASNEWSF	How often do you read newspapers?
AS/33	ASDIRCF	How often do you read written directions or instructions to do something you enjoy?

**Continued**

**Exhibit S1.6 RLS (Continued)**

Location	Variable Name	Label
AS/34	ASALOUND	Do you read aloud at home?
AS/35	ASALOUF	How often do you read aloud to someone at home?
AS/36	ASALOUW	To whom do you read aloud at home?
AS/37A	ASMAT1	Do you read nothing aloud at home?
AS/37B	ASMAT2	Do you read the newspaper aloud at home?
AS/37C	ASMAT3	Do you read magazines aloud at home?
AS/37D	ASMAT4	Do you read books aloud at home?
AS/37E	ASMAT5	Do you read textbooks aloud at home?
AS/37F	ASMAT6	Do you read comic books aloud at home?
AS/37G	ASMAT7	Do you read letters aloud at home?
AS/37H	ASMAT8	Do you read words on television screens aloud at home?
AS/38	ASTEXTF	In school, how often do you read textbooks in reading or language class?
AS/39	ASSTORF	How often do you read story books in addition to your textbooks in reading or language class?
AS/40	ASWORKF	How often do you use workbooks or practice exercises in reading or language class?
AS/41	ASEXERF	In school, how often do you read textbooks or practice exercises in science, geography, or environmental studies?
AS/42	ASINFOF	How often do you look up information in books like encyclopedias, dictionaries, manuals, or maps for schoolwork?

**Identification Label**

Student ID:

Student Name:

# ***Student Questionnaire***

Main Survey 2001



**PIRLS**

**IEA**  
Progress in  
International Reading  
Literacy Study

<PIRLS National Research  
Center Name>  
<Address>

# Directions

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

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

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

## Example 1 \_\_\_\_\_

Do you go to school?

Fill **one** circle only.

Yes -- ☐

No -- ☐

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

## Example 2 \_\_\_\_\_

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

- a) I listen to music ..... ☐ ☐ ☐ ☐
- b) I talk with my friends ..... ☐ ☐ ☐ ☐
- c) I play sports ..... ☐ ☐ ☐ ☐



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

### Example 3

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

*Fill one circle for each line.*

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
a) Watching movies is fun .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) I like eating ice cream .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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



# About you

ASBGSEX

1 \_\_\_\_\_

Are you a girl or a boy?

Girl -- ☐

Boy -- ☐

ASBGBIRM  
ASBGBIRY

2 \_\_\_\_\_

When were you born?

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

**a) Month**

**b) Year**

January -- ☐

1988 -- ☐

February -- ☐

1989 -- ☐

March -- ☐

1990 -- ☐

April -- ☐

1991 -- ☐

May -- ☐

1992 -- ☐

June -- ☐

1993 -- ☐

July -- ☐

1994 -- ☐

August -- ☐

1995 -- ☐

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 ---	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBGT0C2	b) I listen to someone at home read aloud to me -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBGT0C3	c) I talk with my friends about what I am reading-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBGT0C4	d) I talk with my family about what I am reading-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBGT0C5	e) I read for fun outside of school -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBGT0C6	f) I read to find out about things I want to learn -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBGT0C7	g) I watch television or videos outside of school-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

ASBGRO C1

a) I read comic books -----

ASBGRO C2

b) I read stories or novels -----

ASBGRO C3

c) I read books that explain things  
(You might read about your favorite  
athlete, about animals you like, or a  
place you visited.) -----

ASBGRO C4

d) I read magazines -----

ASBGRO C5

e) I read newspapers -----

ASBGRO C6

f) I read directions or instructions  
(You might read them to put a toy  
together, to learn how to play  
a game, or to do something else.) ----

ASBGRO C7

g) <I read subtitles on the television  
screen> -----

ASBGRO C8

h) <country-specific> -----



Student Questionnaire



ASBGBLIB

**5**

How often do you borrow books from your school or local library to read for fun?

*Fill **one** circle only.*

At least once a week -- ☐

Once or twice a month -- ☐

Never or almost never -- ☐

ASBGTVDY

**6**

About how much time do you spend watching television or videos outside of school on a normal school day?

*Fill **one** circle only.*

No time -- ☐

Up to 1 hour -- ☐

From 1 hour up to 3 hours -- ☐

From 3 hours up to 5 hours -- ☐

5 hours or more -- ☐

# R

## Reading in school

7

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 ...

ASBG1C1

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

☐ ☐ ☐ ☐

ASBG1C2

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

☐ ☐ ☐ ☐

ASBG1C3

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

☐ ☐ ☐ ☐

ASBG1C4

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

☐ ☐ ☐ ☐

ASBG1C5

e) I read along silently while other  
students read aloud .....

☐ ☐ ☐ ☐

ASBG1C6

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

☐ ☐ ☐ ☐



8

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
ASBGAFR1	a) I answer questions in a workbook or on a worksheet about what I have read .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBGAFR2	b) I write something about what I have read ( <i>for example, a summary, a story, or how I felt about what I read</i> ) .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBGAFR3	c) I answer questions aloud that my teacher asks about what I have read .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBGAFR4	d) I talk with other students about what I have read .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBGAFR5	e) I draw pictures or do an art project about what I have read .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBGAFR6	f) I act in a play or drama about what I have read .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBGAFR7	g) I do a group project with other students in the class about what I have read .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBGAFR8	h) I take a written quiz or test about what I have read .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# R

## eading for homework

ASBGHWRD

9

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 -- ☐

ASBGHWTM

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 -- ☐

Between a half hour and 1 hour -- ☐

1 hour or more -- ☐



Student Questionnaire



# Things you do on a computer

## 11

ASBGUSPC

**Do you ever use a computer?**

*(Do not include Nintendo®, GameBoy®, or other TV/video game computers.)*

Yes -- ☐ -- No -- ☐ -- *(If No, go to #12)*

**If Yes...**

**11a. How often do you use a computer in each of these places?**

*Fill one circle for each line.*

ASBGPCU1

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

ASBGPCU2

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

ASBGPCU3

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

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

**11b. How often do you do these things with a computer?**

*Fill one circle for each line.*

ASBGPC1

a) I play computer games -----

ASBGPC2

b) I use the computer to write reports or stories -----

ASBGPC3

c) I use the computer to look up information (Internet, CD-ROM) ---

ASBGPC4

d) I send and read e-mails -----

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

# How you feel about reading

12

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 -----



Student Questionnaire

.....





**13**

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
ASBGRAB1	a) Reading is very easy for me .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBGRAB2	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"/>
ASBGRAB3	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"/>
ASBGRAB4	d) Reading aloud is very hard for me .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Y

our school

## 14

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

↓                      ↓                      ↓                      ↓

- |          |   |                       |                       |                       |                       |
|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|
| ASBGCST1 | a) I feel safe when I am at school -----                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ASBGCST2 | b) I like being in school -----   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ASBGCST3 | c) I think that students in my school<br>work hard -----                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ASBGCST4 | d) I think that teachers in my school<br>care about me -----              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ASBGCST5 | e) I think that teachers in my school<br>want students to work hard ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



Student Questionnaire .....



15

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 -----	<input type="radio"/>	<input type="radio"/>
ASBGOSTL	b) something was stolen from someone in my class -----	<input type="radio"/>	<input type="radio"/>
ASBGSBUL	c) I was bullied by another student ---	<input type="radio"/>	<input type="radio"/>
ASBGOBUL	d) someone in my class was bullied by another student -----	<input type="radio"/>	<input type="radio"/>
ASBGSHRT	e) I was hit or hurt by another student -----	<input type="radio"/>	<input type="radio"/>
ASBGOHRT	f) someone in my class was hit or hurt by another student -----	<input type="radio"/>	<input type="radio"/>

# M

ore about you

16

Which languages did you learn to speak when you were little?

*If you learned more than one language at the same time when you were little you can check "Yes" for more than one language.*

Yes No

☐ ☐

☐ ☐

☐ ☐

☐ ☐

☐ ☐

ASBGLAN1

a) <language of test> .....

ASBGLAN2

b) <country-specific> .....

ASBGLAN3

c) <country-specific> .....

ASBGLAN4

d) <country-specific> .....

ASBGLAN5

e) <country-specific> .....

ASBGLAN6

f) Other .....

*Please write in the name of the language.*



Student Questionnaire

.....



ASBGLANH

**17****How often do you speak <language of test> at home?***Fill one circle only.*Always or Almost Always -- ☐Sometimes -- ☐Never -- ☐

ASBGLANA

**18****How often do you speak <language of test> with adults living in your home?***Fill one circle only.*Always or Almost Always -- ☐Sometimes -- ☐Never -- ☐

ASBGB00K

## 19

### 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



20

Do you have any of these things at your home?

*Fill one circle for each line.*

		Yes	No
ASBGPS1	a) Computer (do not include Nintendo®, Gameboy®, or other TV/video game computers)-----	<input type="radio"/>	<input type="radio"/>
ASBGPS2	b) Study desk/table for your use -----	<input type="radio"/>	<input type="radio"/>
ASBGPS3	c) Books of your very own (do not count your school books)-----	<input type="radio"/>	<input type="radio"/>
ASBGPS4	d) Daily newspaper -----	<input type="radio"/>	<input type="radio"/>
ASBGPS5	e) <country-specific indicator of wealth> -----	<input type="radio"/>	<input type="radio"/>
ASBGPS6	f) <country-specific indicator of wealth> -----	<input type="radio"/>	<input type="radio"/>
ASBGPS7	g) <country-specific indicator of wealth> -----	<input type="radio"/>	<input type="radio"/>
ASBGPS8	h) <country-specific indicator of wealth> -----	<input type="radio"/>	<input type="radio"/>
ASBGPS9	i) <country-specific indicator of wealth> -----	<input type="radio"/>	<input type="radio"/>
ASBGPS10	j) <country-specific indicator of wealth> -----	<input type="radio"/>	<input type="radio"/>
ASBGPS11	k) <country-specific indicator of wealth> -----	<input type="radio"/>	<input type="radio"/>
ASBGPS12	l) <country-specific indicator of wealth> -----	<input type="radio"/>	<input type="radio"/>



ASBGPEOP

21

Altogether, how many people live in your home?

(Do not forget to include yourself.)

Fill **one** circle only.

2 -- ☐

3 -- ☐

4 -- ☐

5 -- ☐

6 -- ☐

7 -- ☐

8 -- ☐

9 -- ☐

10 -- ☐

More than 10 -- ☐





ASBGCHDH


**22****How many children live in your home?***(Do not forget to include yourself.)**Fill one circle only.*1 -- ☐2 -- ☐3 -- ☐4 -- ☐5 -- ☐6 -- ☐7 -- ☐8 -- ☐9 -- ☐10 -- ☐More than 10 -- ☐

23. \_\_\_\_\_

ASBGBRN1

Were you born in <country> ?

Fill **one** circle only.

Yes -- ☐   
(If Yes, go to #24)

No -- ☐ 

If No...

ASBGBRN2

23a. How old were you when you came to <country>?

Fill **one** circle only.

10 years old or older -- ☐

9 years old -- ☐

8 years old -- ☐

7 years old -- ☐

6 years old -- ☐

5 years old -- ☐

4 years old -- ☐

3 years old -- ☐

2 years old -- ☐

1 year old or younger -- ☐



ASBGBRNM

**24** \_\_\_\_\_

Was your mother born in &lt;country&gt;?

*Fill one circle only.*Yes -- ☐No -- ☐I do not know -- ☐

ASBGBRNF

**25** \_\_\_\_\_

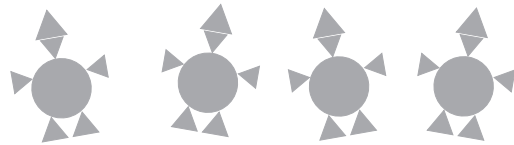
Was your father born in &lt;country&gt;?

*Fill one circle only.*Yes -- ☐No -- ☐I do not know -- ☐

# Thank You!

Thank you for filling out the questionnaire!

23



*Student Questionnaire*

**PIRLS**

PIRLS Ref. No. 01-0008



International Association for the Evaluation of  
Educational Achievement (IEA)

PIRLS International Study Center  
Boston College

Identification Label

Student ID:

Student Name:

School Name:

# Learning to Read Survey

# PIRLS

Main Survey  
2001

**IEA**

Progress in  
International Reading  
Literacy Study

<PIRLS National Research Center Name>

<Address>

## **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>.**

**P I R L S**

**1****This survey was completed by:***Check all that apply.*Mother, stepmother, or  
female guardian --- ☐Father, stepfather, or  
male guardian --- ☐Other --- ☐

Please Specify \_\_\_\_\_

\_\_\_\_\_

ASBHCPLF

ASBHCPLM

ASBHCPL0

*Please turn the page*

## 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.

		Often	Sometimes	Never or almost never
ASBHAC1	a) Read books -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBHAC2	b) Tell stories -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBHAC3	c) Sing songs -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBHAC4	d) Play with alphabet toys (for example, blocks with letters of the alphabet) -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBHAC5	e) Do reading activities on the computer -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBHAC6	f) Play word games -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBHAC7	g) Write letters or words -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBHAC8	h) Read aloud signs and labels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBHAC9	i) Watch television programs that teach reading, like <Sesame Street> -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBHAC10	j) <Watch television programs (or videos) with subtitles> ---	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBHAC11	k) <country-specific> -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



  
**3****Did your child attend <ISCED Level 0>?***Check **one** circle only.*Yes --- ☐No --- ☐(If No, go to #4) 

ASBHOATT

**If Yes...****a. How long was he/she in <ISCED Level 0>?***Check **one** circle only.*more than 2 years --- ☐2 years --- ☐between 1 and 2 years --- ☐1 year --- ☐less than 1 year --- ☐

ASBHOTIM

### Beginning <ISCED Level 1>

ASBHAGE

4

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 --- ☐

5

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

Check **one** circle for each line.

ASBHABI1

ASBHABI2

ASBHABI3

ASBHABI4

ASBHABI5

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 -----

Not at all

Not very well

Moderately well

Very well

## Activities With Your Child More Recently

### 6

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) Read aloud to my child -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	ASBHTWC1
b) Listen to my child read aloud -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	ASBHTWC2
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"/>	ASBHTWC3
d) Talk with my child about what I am reading (or what someone else in my home is reading) -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	ASBHTWC4
e) Discuss my child's classroom reading work with him/her --	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	ASBHTWC5
f) Go to the library or a bookstore with my child -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	ASBHTWC6
g) Play or work on the computer with my child (for example, to look up information, play games, or write things) -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	ASBHTWC7
h) Encourage my child to write (not using a computer) -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	ASBHTWC8

## Your Child's School

### 7

How often has your child's school done the following?

Check **one** circle for each line.

		Often	Sometimes	Never or almost never
ASBHC0N1	a) Asked you to make sure your child does his/her <language of test> assignments -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBHC0N2	b) Given or sent home examples of your child's classroom work in <language of test> -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBHC0N3	c) Given or sent home information about your child's performance in <language of test> -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 8

What do you think of your child's school?

Check **one** circle for each line.

		Agree a lot	Agree a little	Disagree a little	Disagree a lot
ASBHTHK1	a) My child's school makes an effort to include me in my child's education -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBHTHK2	b) My child's school cares about my child's progress in school -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBHTHK3	c) My child's school does a good job in helping my child become better in reading ----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Your Reading

**9**

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 --- ☐

ASBHRREAD

**10**

When you are at home, how often do you read for the following reasons?

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) For work -----                | <input type="radio"/>         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) For enjoyment -----           | <input type="radio"/>         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) To get news -----             | <input type="radio"/>         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) For my education/school ----- | <input type="radio"/>         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) Other reasons -----           | <input type="radio"/>         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

ASBHRRE1

ASBHRRE2

ASBHRRE3

ASBHRRE4

ASBHRRE5

**11**

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

Check **one** circle for each line.

ASBHSTM1

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

Agree a lot

Agree a little

Disagree a little

Disagree a lot

ASBHSTM2

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

ASBHSTM3

c) I like to spend my spare  
time reading -----

ASBHSTM4

d) I read only if I need  
information -----

ASBHSTM5

e) Reading is an important  
activity in my home -----

ASBHBOOK

**12**

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 --- ☐

ASBHCHBK

**13**

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 --- ☐

### Additional Information

**14**

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.

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

ASBHEDUF

ASBHEDUM

**15**

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.

	mother	Child's father	Child's
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"/>	<input type="radio"/>
b) Working part-time only for pay -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Not working for pay, but looking for a job -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Other -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Not applicable -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ASBHEMPF

ASBHEMPM

**16**

**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) <b>Small Business Owner</b> ----- Includes owners of small business (less than 25 employees) such as retail shops, services, restaurants	<input type="radio"/>	<input type="radio"/>
c) <b>Clerk</b> ----- Includes office clerks; secretaries; typists; and data entry operators; customer service clerks	<input type="radio"/>	<input type="radio"/>
d) <b>Service or Sales Worker</b> ----- Includes travel attendants; restaurant service workers; personal care workers; protective service workers; salespersons	<input type="radio"/>	<input type="radio"/>
e) <b>Skilled Agricultural or Fishery Worker</b> ----- Includes farmers; forestry workers; fishery workers, hunters and trappers	<input type="radio"/>	<input type="radio"/>
f) <b>Craft or Trade Worker</b> ----- Includes builders, carpenters, plumbers, electricians, etc.; metal workers; machine mechanics; handicraft workers	<input type="radio"/>	<input type="radio"/>
g) <b>Plant or Machine Operator</b> ----- Includes plant and machine operators; assembly-line operators; motor-vehicle drivers	<input type="radio"/>	<input type="radio"/>
h) <b>General Laborers</b> ----- Includes domestic helpers and cleaners; building caretakers; messengers, porters and doorkeepers; farm, fishery, agricultural, and construction workers	<input type="radio"/>	<input type="radio"/>
i) <b>Corporate Manager or Senior Official</b> ----- 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	<input type="radio"/>	<input type="radio"/>
j) <b>Professional</b> ----- Includes scientists; mathematicians; computer scientists; architects; engineers; life science and health professionals; teachers; legal professionals; social scientists; writers and artists; religious professionals	<input type="radio"/>	<input type="radio"/>
k) <b>Technician or Associate Professional</b> ----- 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	<input type="radio"/>	<input type="radio"/>
l) <b>Not applicable</b> -----	<input type="radio"/>	<input type="radio"/>

ASBHMJF

ASBHMJM

ASBHWELL

**17**

**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 --- ☐

ASBHINCM

**18**

**In which range is your annual household income, before taxes?**

Check **one** circle only.

- less than <\$20,000> --- ☐
- <\$20,000-\$29,999> --- ☐
- <\$30,000-\$39,999> --- ☐
- <\$40,000-\$49,999> --- ☐
- <\$50,000-\$59,999> --- ☐
- <\$60,000> or more --- ☐

ASBHCOMP

**19**

**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.





**Learning to Read  
Survey**

PIRLS Ref. No. 01-0009

International Association for the Evaluation  
of Educational Achievement (IEA)  
PIRLS International Study Center  
Boston College



Identification Label

Teacher Name:

Class Name:

Teacher ID:  Teacher Link #:

# Teacher *Questionnaire*

## Main Survey 2001

# PIRLS

**IEA**

Progress in  
International Reading  
Literacy Study

<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

### Students in this Class

ATBGCSTD

#### 1 \_\_\_\_\_

a. How many students are in this class?

\_\_\_\_\_ students  
Write in a number.

ATBG4STD

b. How many of the students in #1a are in &lt;fourth grade&gt;?

\_\_\_\_\_ <fourth-grade> students  
Write in a number.

#### 4 \_\_\_\_\_

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 #4a receive <remedial> instruction in reading?

\_\_\_\_\_ students  
Write in a number.

ATBGRCIN

Questions 2-5 ask about the <fourth-grade> students in this class.

ATBGRLEV

#### 2 \_\_\_\_\_

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 --- ☐

#### 5 \_\_\_\_\_

How many students receive &lt;enrichment&gt; reading instruction because they are advanced readers?

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

ATBGRLEN

ATBGDIFU

#### 3 \_\_\_\_\_

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

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

**<Language of Test> Language Instruction and Homework**

Questions 6-7 ask about <language of test> language instruction for the <fourth-grade> students in this class.

**6**

Which of these best describes how you teach <language of test> to the <fourth-grade> students in this class?

*This refers to language instruction or activities to foster reading, writing, speaking, literature, and other language skills.*

Check **one** circle only.

I usually do language activities or instruction as part of instruction in different curriculum areas. ----- ☐

I usually do language activities or instruction as a separate subject. ----- ☐

I do both of the above about equally. ----- ☐

**7**

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. How often do you assign <language of test> language activities for homework?

Check **one** circle only.

I do not assign homework --- ☐  (Go to #8)

Less than once a week --- ☐

1 or 2 times a week --- ☐

3 or 4 times a week --- ☐

Every day --- ☐

c. In general, how much time do you expect students to spend on <language of test> language homework each time you assign it?

Check **one** circle only.

Half-hour or less --- ☐

Between a half-hour and 1 hour --- ☐

1 hour or more --- ☐

ATBGACTH

ATBGACTM

ATBGHWM1

ATBGHWM2



## Reading Instruction

Questions 8-21 ask about reading instruction for the <fourth-grade> students in this class.

8

Which of these best describes how you teach **reading** to the <fourth-grade> students in this class?

Check **one** circle only.

I usually do reading activities or instruction as part of instruction in different curriculum areas. ----- ☐

I usually do reading activities or instruction as a separate subject. ----- ☐

I do both of the above about equally. ----- ☐

9

a. 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.

b. Is any of the time in #9a explicitly for formal reading instruction designed to develop or enhance reading comprehension skills?

Check **one** circle only.

Yes --- ☐

No --- ☐ (If No, go to #10)

**If Yes...**

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

\_\_\_\_\_ hours and \_\_\_\_\_ minutes per week  
Write in the hours and minutes.

10

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 --- ☐

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 create groups based on other criteria ----- ☐

e) I use individualized instruction for reading ----- ☐

ATBGRCT

ATBGRCTH

ATBGRINH

ATBGRINM

ATBGRFRIN

ATBGRFRDH

ATBGRFRDM

ATBGORG1

ATBGORG2

ATBGORG3

ATBGORG4

ATBGORG5

## 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.

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

ATBGRES1

a) Textbooks or a reading series -----

☐ ☐ ☐ ☐

ATBGRES2

b) Workbooks or worksheets ---

☐ ☐ ☐ ☐

ATBGRES3

c) Children's newspapers and/or magazines -----

☐ ☐ ☐ ☐

ATBGRES4

d) Computer software for reading instruction (e.g., CD-ROM) -----

☐ ☐ ☐ ☐

ATBGRES5

e) Reading material on the Internet (Web pages) -----

☐ ☐ ☐ ☐

ATBGRES6

f) A variety of children's books (e.g., novels, collections of stories, non-fiction) -----

☐ ☐ ☐ ☐

ATBGRES7

g) Materials from other subjects -----

☐ ☐ ☐ ☐

## 13

When you have reading instruction and/or do reading activities with the students, how often do you have them read the following types of text?

Check **one** circle for each line.

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

a) Fables and fairy tales -----

☐ ☐ ☐ ☐

b) Other stories (fiction) -----

☐ ☐ ☐ ☐

c) Longer books with chapters (fiction) -----

☐ ☐ ☐ ☐

d) Poems -----

☐ ☐ ☐ ☐

e) Plays -----

☐ ☐ ☐ ☐

f) Descriptions and explanations about things, people, or events (non-fiction) -----

☐ ☐ ☐ ☐

g) Instructions or manuals about how things work -----

☐ ☐ ☐ ☐

h) Charts, diagrams, graphs ----

☐ ☐ ☐ ☐

ATBGTX1

ATBGTX2

ATBGTX3

ATBGTX4

ATBGTX5

ATBGTX6

ATBGTX7

ATBGTX8

ATBGUMAT

**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 ----- ☐

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

ATB GRA1

ATB GRA2

ATB GRA3

ATB GRA4

ATB GRA5

ATB GRA6

ATB GRA7

ATB GRA8

ATB GRA9

ATB GRA10

## 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

ATBGASK1

a) Answer reading comprehension questions in a workbook or on a worksheet about what they have read -----

☐ ☐ ☒ ☐ ☐

ATBGASK2

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

☐ ☐ ☒ ☐ ☐

ATBGASK3

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

☐ ☐ ☒ ☐ ☐

ATBGASK4

d) Talk with each other about what they have read -----

☐ ☐ ☒ ☐ ☐

ATBGASK5

e) Draw pictures or do an art project about what they have read -----

☐ ☐ ☒ ☐ ☐

ATBGASK6

f) Do a play or dramatization about what they have read --

☐ ☐ ☒ ☐ ☐

ATBGASK7

g) Do a group project about what they have read -----

☐ ☐ ☒ ☐ ☐

ATBGASK8

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

☐ ☐ ☒ ☐ ☐

## 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.

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

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 -----

☐ ☐ ☒ ☐ ☐

h) Other -----

☐ ☐ ☒ ☐ ☐

ATBGDEV1

ATBGDEV2

ATBGDEV3

ATBGDEV4

ATBGDEV5

ATBGDEV6

ATBGDEV7

ATBGDEV8

**18**

How often do you do the following as part of reading instruction?

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

ATBGPT1

a) Have students watch film versions of children's books or stories -----

☐ ☐ ☐ ☐

ATBGPT2

b) Have students watch movies, videos, or television to obtain information -----

☐ ☐ ☐ ☐

ATBGPT3

c) Have students compare material presented in different media -----

☐ ☐ ☐ ☐
**19**

Are computers available for use by your class?

Yes --- ☐

No --- ☐ (If No, go to #20)

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 -----

☐ ☐

ATBGPC1

b) Available elsewhere in the school -----

☐ ☐

ATBGPC2

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

Check **one** circle only.

Yes --- ☐

No --- ☐

ATBGWWW

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) Use computer technology to find information (e.g., Internet, CD-ROM) -----

☐ ☐ ☐ ☐

ATBGPCA1

b) Read stories or other texts on the computer -----

☐ ☐ ☐ ☐

ATBGPCA2

c) Use instructional software to develop reading skills and strategies -----

☐ ☐ ☐ ☐

ATBGPCA3

d) Use the computer to write stories or other texts --

☐ ☐ ☐ ☐

ATBGPCA4

e) Use the computer to communicate with or do projects with students in other schools or countries -----

☐ ☐ ☐ ☐

ATBGPCA5

ATBGLICR

**20**

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

Check **one** circle only.

Yes --- ☐

No --- ☐

(If No, go to #21)

**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.

\_\_\_\_\_different titles of magazines  
Write in a number.

**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 --- ☐

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

Check **one** circle only.

Yes --- ☐

No --- ☐

**21**

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

Check **one** circle only.

This school does not  
have a library --- ☐

Every day or almost every day -- ☐

Once or twice a week --- ☐

Once or twice a month --- ☐

Never or almost never --- ☐

ATBGSDLI

ATBGLIBK

ATBGLIMG

ATBGLIUS

ATBGLIBW

**Homework****Reading Difficulties**

Questions 22-23 ask about homework for the <fourth-grade> students in this class.

Questions 24-25 ask about how you deal with reading difficulties of <fourth-grade> students in this class.

ATBGRHW1

**22**

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 #24) →
- Less than once a week --- ☐
- 1 or 2 times a week --- ☐
- 3 or 4 times a week --- ☐
- Every day --- ☐

ATBGRHW2

**23**

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.

- 30 minutes or less --- ☐
- 31-60 minutes --- ☐
- more than 60 minutes --- ☐

**24**

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

Check **one** circle for each line.

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

ATBGDIF1

ATBGDIF2

ATBGDIF3

ATBGDIF4

Assessment

25

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

Check **one** circle for each line.

ATBGBRD1

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

ATBGBRD2

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

ATBGBRD3

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

ATBGBRD4

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

ATBGBRD5

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

ATBGBRD6

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

ATBGBRD7

g) Other ----- ☐ ☒

26

Questions 26-28 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 tests ----- ☐ ☒ ☐

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

c) National or regional examinations ----- ☐ ☒ ☐

d) Standardized tests (commercial tests) ----- ☐ ☒ ☐

e) Your professional opinion --- ☐ ☒ ☐

ATBGPR01

ATBGPR02

ATBGPR03

ATBGPR04

ATBGPR05



## Your School

27

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

- ATBGPFM1 a) Multiple-choice questions on material read ----- ☐ ☐ ☐ ☐
- ATBGPFM2 b) Short-answer written questions on material read -- ☐ ☐ ☐ ☐
- ATBGPFM3 c) Paragraph-length written responses about what students have read ----- ☐ ☐ ☐ ☐
- ATBGPFM4 d) Listening to students read aloud ----- ☐ ☐ ☐ ☐
- ATBGPFM5 e) Determining oral reading accuracy ----- ☐ ☐ ☐ ☐
- ATBGPFM6 f) Oral questioning of students ----- ☐ ☐ ☐ ☐
- ATBGPFM7 g) Students give an oral summary/report of what they have read ----- ☐ ☐ ☐ ☐
- ATBGPFM8 h) Meeting with students to discuss what they have been reading and work they have done ----- ☐ ☐ ☐ ☐

28

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 --- ☐

29

Indicate the extent to which you agree or disagree with the following statements about professional development opportunities at your school.

Check **one** circle for each line.

Strongly agree  
Agree  
Disagree  
Strongly disagree

- a) This school offers me adequate time for professional development --- ☐ ☐ ☐ ☐
- b) This school offers me an active professional development program for teaching reading ----- ☐ ☐ ☐ ☐
- c) This school offers incentives for me to improve my classroom management and instructional techniques ----- ☐ ☐ ☐ ☐

30

About how often do you have meetings with other teachers to discuss and plan reading curriculum or teaching approaches?

Check **one** circle only.

- Every day --- ☐
- Two or three times a week --- ☐
- Once a week --- ☐
- Once a month --- ☐
- Every other month --- ☐
- Once or twice a year --- ☐
- Never --- ☐

ATBGPFL

ATBGOPP1

ATBGOPP2

ATBGOPP3

ATBGMEET

## Home and School

## About You

31

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

Check **one** circle for each line.

At least once a week  
Once or twice a month  
4-6 times a year  
1-3 times a year  
Never

a) Meet or talk with the child's parents to discuss his/her progress in <language of test> -----

b) Send examples of the child's classroom work in <language of test> home to his/her parents -----

33

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

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

34

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

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

32

About how many <fourth-grade> students in this class do you expect will grow up to be good readers?

Check **one** circle only.

All or almost all --- ☐  
More than half --- ☐  
About half --- ☐  
Less than half --- ☐  
None or very few --- ☐

35

How old are you?

Check **one** circle only.

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

ATBGSEX

**36**

Are you female or male?

Female --- ☐Male --- ☐

ATBGEDUC

**37**

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

Check **one** circle only.Did not complete <ISCED Level 3> --- ☐<ISCED Level 3> --- ☐<ISCED Level 4> --- ☐<ISCED Level 5> or higher --- ☐**39**

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

Check **one** circle for each line.

Not at all

Overview or introduction to topic

It was an area of emphasis

- a) <Language of test> language ----- ☐ ☐ ☐
- b) Literature ----- ☐ ☐ ☐
- c) Pedagogy/teaching reading ----- ☐ ☐ ☐
- d) Psychology ----- ☐ ☐ ☐
- e) Remedial reading ----- ☐ ☐ ☐
- f) Reading theory ----- ☐ ☐ ☐
- g) Children's language development ----- ☐ ☐ ☐
- h) Special education ----- ☐ ☐ ☐
- i) Other ----- ☐ ☐ ☐

ATBGARE1

ATBGARE2

ATBGARE3

ATBGARE4

ATBGARE5

ATBGARE6

ATBGARE7

ATBGARE8

ATBGARE9

ATBGCERT

**38**

Do you have a &lt;teaching certificate&gt;?

Check **one** circle only.Yes --- ☐No --- ☐**40**

In the past two years, how many hours in total have you spent in &lt;in-service/professional development&gt; 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

41

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

Check **one** circle for each line.

About once a week or more  
About once a month  
Several times a year  
Never or almost never

ATBGRD1

a) Books or professional journals related to teaching in general -----

ATBGRD2

b) Books or professional journals related to teaching reading -----

ATBGRD3

c) Children's books -----

43

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 different teachers for different subjects (e.g., math, science, language) ----- ☐

Yes, I share teaching responsibilities with one other teacher (e.g., team teaching, job sharing) ----- ☐

Other ----- ☐

Please describe -----

-----

ATBG4TCH

42

When you are at home, how often do you read for the following reasons?

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

ATBGRRE1

a) For work -----

ATBGRRE2

b) For enjoyment -----

ATBGRRE3

c) To get news -----

ATBGRRE4

d) For my education/school -----

ATBGRRE5

e) Other reasons -----

44

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

----- minutes

Write in a number.

ATBGCOMP



# Thank You

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



PIRLS

**Teacher** *Questionnaire*

PIRLS Ref. No. 01-0011



International Association for the Evaluation  
of Educational Achievement (IEA)  
PIRLS International Study Center  
Boston College

Identification Label

School ID:

School Name:

# **School** *Questionnaire*

## Main Survey 2001

# PIRLS

**IEA**

Progress in  
International Reading  
Literacy Study

<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**



### School Enrollment and Characteristics

**1**

Which of the following <grades> are found in your school?

Check **one** circle for each line.

ACBGGRD1

a) <One grade below grade tested> ----- ☐ Yes ☐ No

ACBGGRD2

b) <Two grades below grade tested> ----- ☐ Yes ☐ No

ACBGGRD3

c) <Three grades below grade tested> ----- ☐ Yes ☐ No

ACBGGRD4

d) <Four grades below grade tested> ----- ☐ Yes ☐ No

ACBGGRD5

e) <Second year of Level 0> ----- ☐ Yes ☐ No

ACBGGRD6

f) <First year of Level 0> ----- ☐ Yes ☐ No**2**

What is the total enrollment of students in your school as of <first day of month PIRLS testing begins, 2001>?

\_\_\_\_\_ Girls  
Write in a number.

\_\_\_\_\_ Boys  
Write in a number.

ACBGG4EN

**3**

ACBGB4EN

What is the total enrollment of <fourth-grade> students in your school as of <first day of month PIRLS testing begins, 2001>?

\_\_\_\_\_ Girls  
Write in a number.

\_\_\_\_\_ Boys  
Write in a number.

**4**

Is your school located in a town or city?

Check **one** circle only.

Yes --- ☐No --- ☐

(If No, go to #5)

#### If Yes...

a. What is the size of the town or city in which your school is located?

Check **one** circle only.

Less than 3,000 people --- ☐3,001 to 100,000 people --- ☐100,001 to 500,000 people --- ☐More than 500,000 people --- ☐**5**

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

Check **one** circle only.

Urban --- ☐Suburban --- ☐Rural --- ☐

ACBGCLOC

ACBGCLOS

ACBGCOMM

6

Please indicate how near each of the following is to your school.

Check **one** circle for each line.

Within 30 minutes of one-way travel time by car  
Within 2 hours of one-way travel time by car  
Not readily available

ACBGAVR1

a) Public library -----

ACBGAVR2

b) Bookstore or book department in a store -----

ACBGAVR3

c) <Secondary-level school> -----

ACBGAVR4

d) <University or college> -----

ACBGAVR5

e) Museum or art gallery -----

ACBGAVR6

f) Theatre or concert hall -----

8

Approximately what percentage of students in your school ...

Check **one** circle for each line.

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

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

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

c) were born in another country? -----

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

ACBGPSS1

ACBGPSS2

ACBGPSS3

ACBGPSS4

7

Of students who were enrolled in your school at the start of this school year, about what percentage is still enrolled?

Exclude students who transferred into the school this year.

Check **one** circle only.

98-100% --- ☐

95-97% --- ☐

90-94% --- ☐

80-89% --- ☐

Less than 80% --- ☐

ACBGENDY

9

Approximately what percentage of <grades 1 to 4> students in your school ...

Check **one** circle for each line.

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

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

b) have <learning disabilities> related to reading in <language of test>? -----

c) receive <remedial> reading instruction in <language of test>? -----

d) receive <enrichment> reading instruction because they are advanced readers --

ACBGP6S1

ACBGP6S2

ACBGP6S3

ACBGP6S4

# Instruction

ACBGSABI

10

Are <fourth-grade> classes formed on the basis of students' ability (so that all students in a class are about the same ability)?

Check **one** circle only.

Yes --- ☐

No --- ☐

11

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

ACBGIDY

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

\_\_\_\_\_ days

ACBGIHD

ACBGIMD

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

\_\_\_\_\_ hours and \_\_\_\_\_ minutes

ACBGIDYW

ACBGIDYO

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

Check **one** circle only.

6 days --- ☐

5 days --- ☐

Other --- ☐

Please specify \_\_\_\_\_

12

How long do <ISCED Level 1> students in your school typically stay with the same <classroom teacher>?

Check **one** circle only.

Varies greatly --- ☐

One school year or less --- ☐

Two years --- ☐

Three years --- ☐

Four or more years --- ☐

ACBGSTST

13

How much influence do the following have on your school's <fourth-grade> curriculum?

Check **one** circle for each line.

A lot of influence  
Some influence  
Little or no influence  
Not applicable

- a) National or regional curriculum ----- ☐ ☐ ☐ ☐
- b) National or regional examinations/assessments of student achievement ----- ☐ ☐ ☐ ☐
- c) Other standardized tests ----- ☐ ☐ ☐ ☐
- d) Parents' wishes ----- ☐ ☐ ☐ ☐
- e) Students' wishes ----- ☐ ☐ ☐ ☐

ACBGINF1

ACBGINF2

ACBGINF3

ACBGINF4

ACBGINF5

## Reading in Your School

14

About how many of the students in your school can do the following when they begin <first year of formal schooling>?

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

16

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 reading 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 ----- ☐ ☐

ACBGRWS

ACBGR1I

ACBGRSP

15

Compared with other areas of the curriculum, 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) ----- ☐ ☐ ☐

ACBGCUR1  
ACBGCUR2  
ACBGCUR3

17

Does your school have a policy to coordinate reading instruction across <fourth grade and below>?

Check **one** circle only.

Yes --- ☐  
No --- ☐

ACBGPOL

**18**

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"/>

**19**

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"/>

ACBGIMPL

## 20

Which of these statements best describes how the reading instructional program in your school is implemented for students at different reading levels?

Check **one** circle only.

Students at different reading levels follow the same reading instructional program but at different speeds. - ☐

All students follow the same reading instructional program at the same speed. ----- ☐

Students at different reading levels follow different reading instructional programs. ----- ☐

## 21

### School Resources

Does your school have a library?

Check **one** circle only.

Yes --- ☐

No --- ☐

(If No, go to #22)

### If Yes,

a. What is the primary way your school library is staffed?

Check **one** circle only.

Full-time librarian --- ☐

Part-time librarian --- ☐

Staffed by teachers --- ☐

Staffed by parents or other volunteers --- ☐

b. 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 --- ☐

c. 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 --- ☐

ACBGLI

ACBGLIST

ACBGLIBC

ACBGLIBM

ACBGRDCR

**22**

How many classrooms in your school have classroom libraries/reading corners?

Check **one** circle only.

- All --- ☐
- Most --- ☐
- Some --- ☐
- None --- ☐

**23**

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

\_\_\_\_\_ computers  
Write in the number.

If zero (0), go to #24.

ACBGCMP1

ACBGCMP2

b. How many of the computers in #23a (if more than 0) have access to the Internet (e-mail or World Wide Web) for instructional/educational purposes?

Check **one** circle only.

- All --- ☐
- Most --- ☐
- Some --- ☐
- None --- ☐

**24**

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) Instructional staff ----- ☐ ☐ ☐ ☐
- b) Teachers qualified to teach reading ----- ☐ ☐ ☐ ☐
- c) Instructional materials (e.g., textbooks) ----- ☐ ☐ ☐ ☐
- d) Supplies (e.g., papers, pencils) ----- ☐ ☐ ☐ ☐
- e) School buildings and grounds ----- ☐ ☐ ☐ ☐
- f) Heating/cooling and lighting systems ----- ☐ ☐ ☐ ☐
- g) Instructional space (e.g., classrooms) ----- ☐ ☐ ☐ ☐
- h) Special equipment for physically disabled students ----- ☐ ☐ ☐ ☐
- i) Computers for instructional purposes ----- ☐ ☐ ☐ ☐
- j) Computer software for instructional purposes ----- ☐ ☐ ☐ ☐
- k) Computer support staff ----- ☐ ☐ ☐ ☐
- l) Library books ----- ☐ ☐ ☐ ☐
- m) Audio-visual resources ----- ☐ ☐ ☐ ☐

ACBGST1

ACBGST2

ACBGST3

ACBGST4

ACBGST5

ACBGST6

ACBGST7

ACBGST8

ACBGST9

ACBGST10

ACBGST11

ACBGST12

ACBGST13

## Home and School

25

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.

ACBGPRG1

a) Adult literacy program ..... ☐ Yes ☐ No

ACBGPRG2

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

ACBGPRG3

c) Before- or after-school child care ..... ☐ Yes ☐ No

ACBGPRG4

d) Health or social services ..... ☐ Yes ☐ No

26

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.

ACBG4FA1

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

ACBG4FA2

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

ACBG4FA3

c) Written reports (report cards) 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

ACBG4FA4

d) Teacher home visits ..... ☐ Never ☐ Once a year ☐ 2-3 times a year ☐ 4-6 times a year ☐ 7 or more times a year

ACBG4FA5

e) 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

ACBG4FA6

f) Fundraising activities that parents participate in ..... ☐ Never ☐ Once a year ☐ 2-3 times a year ☐ 4-6 times a year ☐ 7 or more times a year

27

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

Check **one** circle for each line.

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%

d) Do fundraising and other support activities for the school ..... ☐ Not applicable ☐ 0-10% ☐ 11-25% ☐ 26-50% ☐ More than 50%

ACBGPAR1

ACBGPAR2

ACBGPAR3

ACBGPAR4



## School Climate

28

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

Check **one** circle for each line.

	Very high	High	Medium	Low	Very low
ACBGCHA1 a) Teachers' job satisfaction ----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACBGCHA2 b) Teachers' expectations for student achievement -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACBGCHA3 c) Parental support for student achievement -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACBGCHA4 d) Students' regard for school property -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACBGCHA5 e) Students' desire to do well in school -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29

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

Check **one** circle for each line.

	Not a problem	Minor problem	Moderate problem	Serious problem
a) Student tardiness -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Student absenteeism (i.e., unjustified absences) -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Classroom disturbance -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Cheating -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Profanity -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Vandalism -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Theft -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Intimidation or verbal abuse among students -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) Physical conflicts among students -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) <drug abuse> -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k) <weapons> -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l) <racism> -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m) <sexual harassment> -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Teacher Collaboration**

**Your Role as Principal**

ACBGCOOP

**30**

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

Check **one** circle only.

Yes --- ☐  
No --- ☐

ACBGSTMT

**31**

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.

Every day --- ☐  
Two or three times a week --- ☐  
Once a week --- ☐  
Once a month --- ☐  
Less than once a month --- ☐  
Never --- ☐

**32**

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) Other ----- %

**Total = 100 %**

ACBGACT1

ACBGACT2

ACBGACT3

ACBGACT4

ACBGACT5

ACBGACT6

**33**

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.**

---

PIRLS

**School** *Questionnaire*

PIRLS Ref. No. 01-0010



International Association for the Evaluation  
of Educational Achievement (IEA)  
PIRLS International Study Center  
Boston College



IEA-Reading Literacy Study:

Population A  
**Booklet A3**

Student Questionnaire

International Coordinating Center  
Hamburg 1990

© 1990, IEA, The Hague



Identification:	target pop.	
	country	
	language	
	stratum	
	school	
	class	
	teacher	
	student	
	seq. no.	

Reading Literacy:  
Student Questionnaire  
Population A

**Directions:**

*Please answer all of the following questions as best as you can. If you need help, ask me (NRC: this is read by the test administrator/teacher).*

<b>A    Questions about yourself and your home (Questions 1 to 18)</b>	
1	How old are you?  _____ years and _____ months
2	Are you a boy or a girl? (Circle one only)  Boy..... 1 Girl..... 2

ASUSLAN

- 3 How often do you speak [language of test] at home?  
(Circle one only)

Always ..... 1  
Almost always ..... 2  
Sometimes..... 3  
Hardly ever..... 4  
Never..... 5

- 4 How often do you eat each of the following meals?  
(Circle one number on each line)

	Never	1 or 2 times a week	3 or 4 times a week	Every day
ASMEAL1 Breakfast	1	2	3	4
ASMEAL2 Lunch	1	2	3	4
ASMEAL3 Evening meal	1	2	3	4

ASNEWS

- 5 Do you get a **daily** newspaper at home?  
(Circle one only)

No ..... 1  
Yes..... 2

ASTV

- 6 On a school day, about how many hours do you usually watch TV or video outside of school hours?  
(Circle one only)

I do not watch TV or video ..... 1  
Up to 1 hour ..... 2  
Between 1 and 2 hours ..... 3  
Between 2 and 3 hours ..... 4  
Between 3 and 4 hours ..... 5  
Between 4 and 5 hours ..... 6  
More than 5 hours..... 7

ASBOOKS

- 7 About how many books are there in your home?  
(Do not count newspapers or magazines; circle one only)

None ..... 1  
1 - 10 ..... 2  
11 - 50..... 3  
51 - 100 ..... 4  
101 - 200..... 5  
More than 200 .... 6

- 8 Check how many of the following things can be found in your home.  
(Be sure to check the corresponding box if you have none. Check all that are found in **your** home. Check ✓ one box per line only)  
[NRCs: Fill in the items.]

		None	One or more	
ASHOM01	a) Item 1	<input type="checkbox"/>	<input type="checkbox"/>	—
ASHOM02	b) Item 2	<input type="checkbox"/>	<input type="checkbox"/>	—
ASHOM03	c) Item 3	<input type="checkbox"/>	<input type="checkbox"/>	—
ASHOM04	d) Item 4	<input type="checkbox"/>	<input type="checkbox"/>	—
ASHOM05	e) Item 5	<input type="checkbox"/>	<input type="checkbox"/>	—
ASHOM06	f) Item 6	<input type="checkbox"/>	<input type="checkbox"/>	—
ASHOM07	g) Item 7	<input type="checkbox"/>	<input type="checkbox"/>	—
ASHOM08	h) Item 8	<input type="checkbox"/>	<input type="checkbox"/>	—
ASHOM09	i) Item 9	<input type="checkbox"/>	<input type="checkbox"/>	—
ASHOM10	j) Item 10	<input type="checkbox"/>	<input type="checkbox"/>	—
		(1)	(2)	

- 9 Please say whether **you** have the following things or not.  
(Check all that you have; check one box per line only)  
[NRCs: Fill in the items.]

		None	One or more	
ASSTUD1	a) Item 1	<input type="checkbox"/>	<input type="checkbox"/>	—
ASSTUD2	b) Item 2	<input type="checkbox"/>	<input type="checkbox"/>	—
ASSTUD3	c) Item 3	<input type="checkbox"/>	<input type="checkbox"/>	—
ASSTUD4	d) Item 4	<input type="checkbox"/>	<input type="checkbox"/>	—
ASSTUD5	e) Item 5	<input type="checkbox"/>	<input type="checkbox"/>	—
ASSTUD6	f) Item 6	<input type="checkbox"/>	<input type="checkbox"/>	—
ASSTUD7	g) Item 7	<input type="checkbox"/>	<input type="checkbox"/>	—
ASSTUD8	h) Item 8	<input type="checkbox"/>	<input type="checkbox"/>	—
		(1)	(2)	

- ASPRHTL 10 How often do people **at home** read to you in [language of test]?  
(Circle one only)

Never..... 1  
1 or 2 times a week ..... 2  
3 or 4 times a week ..... 3  
Nearly every day..... 4

- ASPRETL 11 Is there any other place **outside of school and your home** where someone reads to you in [language of test]?  
(Circle one only)

No ..... 1  
Yes..... 2



ASPRHOL

- 12 How often do people **at home** read to you in **another language**?  
(Circle one only)

Never..... 1  
1 or 2 times a week ..... 2  
3 or 4 times a week ..... 3  
Nearly every day..... 4

ASPREOL

- 13 Is there any other place **outside of school and your home** where someone reads to you in **another language**?  
(Circle one only)

No ..... 1  
Yes..... 2

**B. Questions about your reading (Questions 14 to 18)**

ASBORBO

- 14 How often do you borrow books from a school or public library?  
(Circle one only)

Never..... 1  
Hardly ever..... 2  
Once a month..... 3  
Once a week..... 4  
More than once a week ..... 5

ASSRATE

- 15 How good are you at reading?  
(Circle one only)

Not very good ..... 1  
Average..... 2  
Good..... 3  
Very good..... 4

- 16 Which do you think are the **three** most important **ways** to become a good reader?  
(Choose three only)

MOST IMPORTANT

ASWAY01	a) Liking it	2	—
ASWAY02	b) Having lots of time to read	2	—
ASWAY03	c) Being able to concentrate well	2	—
ASWAY04	d) Knowing how to sound out words	2	—
ASWAY05	e) Learning the meaning of lots of words	2	—
ASWAY06	f) Having many good books around	2	—
ASWAY07	g) Having a lively imagination	2	—
ASWAY08	h) Having lots of reading for homework	2	—
ASWAY09	i) Having lots of drill (practice) at hard things	2	—
ASWAY10	j) Having lots of written exercises	2	—
ASWAY11	k) Being told how to do it	2	—

- ASREATL 17 How often do you read in [language of test] to someone at home?  
(Circle one only)

Never..... 1  
1 or 2 times a week ..... 2  
3 or 4 times a week ..... 3  
Nearly every day..... 4

- ASASKRE 18 How often do your parents or other people at home ask you what you have been reading?  
(Circle one only)

Never..... 1  
1 or 2 times a week ..... 2  
3 or 4 times a week ..... 3  
Nearly every day..... 4

C. Questions about your reading homework and your classroom work  
(Questions 19 to 24)

- ASHWKF 19 How often do you get **reading homework**?

Never..... 1  
1 or 2 times a week ..... 2  
3 or 4 times a week ..... 3  
Every day..... 4

ASHWKT

20 About how much time do you spend on your **reading homework**?  
(Circle one only)

None ..... 1  
Up to a quarter of an hour..... 2  
Up to half an hour ..... 3  
More than half an hour..... 4

ASQUEST

21 How often are you asked questions in class about your **reading homework**?  
(Circle one only)

I do not get reading homework..... 1  
Always..... 2  
Most of the time ..... 3  
Sometimes..... 4  
Hardly ever..... 5  
Never..... 6

ASHWKH

22 How often are you helped with your **reading homework**?  
(Circle one only)

I do not get reading homework ..... 1  
I rarely get help ..... 2  
I sometimes get help..... 3  
I get help most of the time ..... 4

ASHWKO

23 If you don't finish the **reading work** you get to do **by yourself in class**, are you expected to finish it in your own time?  
(Circle one only)

Always ..... 1  
Most of the time ..... 2  
Sometimes ..... 3  
Hardly ever ..... 4  
Never..... 5  
I do not get reading work to do by myself in class..... 6

ASWRITE

24 How often are you given **written work** about the reading work that you have been given?  
(Circle one only)

Always ..... 1  
Most of the time ..... 2  
Sometimes..... 3  
Hardly ever..... 4  
Never..... 5

D. Reading for Enjoyment (Questions 25 to 37)

ASBOOKW

- 25 Did you read a **book** for fun last week? (~~see~~ see accompanying note)  
(Circle only one)

No ..... 1  
Yes..... 2

(If 'Yes', write in the title or author of the book)

Book title/author: \_\_\_\_\_

ASBOOKF

- 26 How often do you read **books** for fun?  
(Circle only one)

Almost never ..... 1  
About once a month..... 2  
About once a week ..... 3  
Almost every day..... 4

ASCOMIW

- 27 Did you read a **comic book** last week?  
(Circle only one)

No ..... 1  
Yes..... 2

(If 'Yes', write in the title or the person in the story)

Comic book title/person: \_\_\_\_\_

ASCOMIF

- 28 How often do you read **comic books**?  
(Circle only one)

Almost never ..... 1  
About once a month..... 2  
About once a week ..... 3  
Almost every day..... 4

ASMAGAW

- 29 Did you read a **magazine** last week?  
(Circle only one)

No ..... 1  
Yes..... 2

(If 'Yes', write in the title of the magazine or the topic you read about)

Magazine title/topic:\_\_\_\_\_

ASMAGAF

- 30 How often do you read **magazines**?  
(Circle only one)

Almost never ..... 1  
About once a month..... 2  
About once a week ..... 3  
Almost every day..... 4

ASNEWSW

- 31 Did you read a **newspaper** last week?  
(Circle only one)

No ..... 1  
Yes..... 2

(If 'Yes', write in the name of the newspaper)

Newspaper name:\_\_\_\_\_

ASNEWSF

- 32 How often do you read **newspapers**?  
(Circle only one)

Almost never ..... 1  
About once a month..... 2  
About once a week ..... 3  
Almost every day..... 4

ASDIRCF

- 33 How often do you read written directions or instructions to do something you enjoy?  
(You might read them to put a toy together, follow a recipe, to use a tool or to do something else. Circle only one.)

Almost never ..... 1  
About once a month..... 2  
About once a week ..... 3  
Almost every day..... 4

ASALOU3

34 Do you read aloud at home?  
(Circle only one)

No ..... 1  
Yes..... 2

ASALOU4

35 How often do you read aloud to someone at home?  
(Circle only one)

Never. I do not read aloud to someone at home..... 1  
Less than 1 time per week..... 2  
1 to 3 times per week..... 3  
Nearly every day..... 4

ASALOU5

36 To whom do you read aloud at home?  
(Circle only one)

No one. I do not read aloud at home..... 1  
Parents..... 2  
Brother or sister..... 3  
Other person..... 4

37 What do you read aloud at home?  
(You may circle more than one)

ASMAT1  
ASMAT2  
ASMAT3  
ASMAT4  
ASMAT5  
ASMAT6  
ASMAT7  
ASMAT8

Nothing. I do not read aloud at home ..... 2  
Newspaper..... 2  
Magazine..... 2  
Book..... 2  
Textbook..... 2  
Comic book..... 2  
Letters..... 2  
Words on television screens..... 2

**E. Reading in School (Questions 38 to 43)**

ASTEXTF

38 In school, how often do you read **textbooks** in reading or language class?  
(Circle only one)

Almost never ..... 1  
About once a month..... 2  
About once a week ..... 3  
Almost every day..... 4

- ASSTORF 39 How often do you read **story books** in addition to your textbooks in reading or language class?  
(Circle only one)
- Almost never ..... 1  
About once a month..... 2  
About once a week ..... 3  
Almost every day..... 4
- ASWORKF 40 How often do you use **workbooks** or practice exercises in reading or language class?  
(Circle only one)
- Almost never ..... 1  
About once a month..... 2  
About once a week ..... 3  
Almost every day..... 4
- ASEXERF 41 In school, how often do you read textbooks or practice exercises in science, geography or environmental studies?  
(Circle only one)
- Almost never ..... 1  
About once a month..... 2  
About once a week ..... 3  
Almost every day..... 4
- ASINFOF 42 How often do you look up information in books like encyclopedias, dictionaries, manuals or maps for schoolwork?  
(Circle only one)
- Almost never ..... 1  
About once a month..... 2  
About once a week ..... 3  
Almost every day..... 4
- 43 Do you have a favourite book? If so, fill in the title below.
- 

Thank you very much for your cooperation



Reading Literacy:  
Student Questionnaire  
Population A  
Accompanying Notes

Questions 1 (Age):

Age may be collected in a way which is most appropriate for each country, but must be reported in years and months.

Questions 8 and 9 (Possessions):

It is for NRCs to decide on the items they will use. From the univariates in the pilot testing it is easy to see which items were not discriminating (i.e. one category contains more than 90% of the responses) and these should be changed. There should be ten items for Question 8 and eight items for Question 9 (see also Table 2 in 'Univariates for Background Questionnaires' - doc. ref. RL/ALL/90.436).

Question 14 (Borrow books from a library):

This means any library (e.g. school, town, mobile library).

Question 19-22 (Reading Homework):

Reading homework includes any reading work set to be done at home to improve reading or language skills in the language of the test.

Question 24 (Written Work):

Written work includes answering set questions, writing book reports, completing work sheets - in fact, any kind of written response.

Questions 25 - 43:

These questions were formerly in the Reading Activity Inventory. The Student Questionnaire is considerably shorter and administration time has been reduced by combining these two instruments. A number of NRCs felt that this step would be desirable.

Question 25:

Students need not have **completed** a book in one week.