TIMSS & PIRLS 2011 Curriculum Questionnaire
GENERAL MODULE

To be completed by all countries participating in TIMSS and/or PIRLS
1. What is your country’s name for the grade(s) tested in TIMSS and/or PIRLS 2011, in English (e.g., grade 4, grade 8)?


2. In your country, what is the stated official policy or regulation on students’ age of entry to primary school (ISCED Level 1)?

Examples: “Children begin school during the calendar year of their 6th birthday”; “Children must be 6 years old by the end of June to begin school the following September”. 


A. If the official policy allows some parental discretion or choice, please describe the usual practice.

Example: “Even though the official policy is that students can begin school in the year when they turn 6 years old, children typically begin primary school at age 7 because their parents feel they will benefit from being more mature”.


B. Has the stated official policy changed in the last 10 years?

*Check one circle only.*

- Yes--- 〇
- No--- 〇

*If Yes*....

C. How did the policy change, and when was the change made?
Questions 3-5 ask about the years of schooling provided in your country, beginning with preprimary education.

3. Is preprimary education (ISCED Level 0) mandatory for children in your country?

   Check one circle only.

   Yes --- ○
   No --- ○

If Yes....
   A. How many years are students required to attend preprimary education?

   1 year------ ○
   2 years------ ○
   3 years------ ○
   More than 3 years---- ○

If No....
   B. What types of preprimary education are available, but not mandatory?

   Check one circle for each line.

   a) Public preprimary education ------------------------------- Yes No ○ ○ ○
   b) Licensed early childhood education providers------- ○ ○ ○
   c) Other----------------------------------------------- ○ ○ ○

   Please specify:

   ________________________________

Any other comments about preprimary education:
4. What are the ages and/or grades of compulsory education in your country?

   Example: “Ages 6-16; Grades 1-9”.

5. Beginning with ISCED Level 1, what grades of schooling are provided to students through ISCED Level 3 (upper secondary)?

   Example: “Grades 1-12”.
6. Does your country have a national curriculum for preprimary education (ISCED Level 0)?

Check one circle only.

Yes--- ○
No--- ○

If Yes....
A. Are language, reading, and writing skills part of the preprimary curriculum?

Check one circle only.

Yes--- ○
No--- ○

Please describe:

B. Is mathematics (e.g., counting, learning shapes) part of the preprimary curriculum?

Check one circle only.

Yes--- ○
No--- ○

Please describe:
C. Is science (e.g., nature study, weather) part of the preprimary curriculum?

*Check one circle only.*

Yes--- ○

No--- ○

Please describe:


7. Does your country have a policy on the promotion and retention of students across grades 1-8?

*Example: “Automatic promotion for grades 1-5, dependent on academic progress for grades 6-8”.*

*Check one circle only.*

Yes--- ○

No--- ○

Please describe:


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

*Check one circle only.*

- Yes
- No

Please describe:
9. What is the **main** preparation route(s) for teachers of students in the **fourth grade**?

*Example: “Most teachers receive their education through a university degree program. Some have attended a teacher college program, but that is becoming less common.”*

A. According to the **main** teacher preparation route, what are the current requirements for being a teacher of students in the **fourth grade**?

*Check one circle for each line.*

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Supervised practicum during the teacher education program</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td><em>If Yes…</em> How long is this period?</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>b) Passing a qualifying examination (e.g., licensing, certification)</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>c) Completion of a probationary teaching period</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td><em>If Yes…</em> How long is this period?</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>d) Completion of a mentoring or induction program (e.g., experienced teachers work with novice teachers to provide instructional guidance)</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>e) Other</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

Please specify: ___________________________ ___________________________
B. If the main preparation route(s) for teachers of students in the **eighth grade** is different, what is their **main** preparation route?

C. If the requirements are different than the fourth grade, what are the current requirements for being a teacher of students in the **eighth grade**?

*Check one circle for each line.*

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a)</strong> Supervised practicum during the teacher education program</td>
<td><img src="x" alt="Circle" /></td>
<td><img src="x" alt="Circle" /></td>
</tr>
<tr>
<td>If Yes... How long is this period?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>b)</strong> Passing a qualifying examination (e.g., licensing, certification)</td>
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</tr>
<tr>
<td><strong>c)</strong> Completion of a probationary teaching period</td>
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<tr>
<td>If Yes... How long is this period?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>(e.g., experienced teachers work with novice teachers to provide instructional guidance)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>e)</strong> Other</td>
<td><img src="x" alt="Circle" /></td>
<td><img src="x" alt="Circle" /></td>
</tr>
<tr>
<td>Please specify:</td>
<td></td>
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</tr>
</tbody>
</table>
10. A. Does an educational authority in your country (e.g., National Ministry of Education) administer examinations in the following subjects that have consequences for individual students, such as entry to a higher school system, entry to a university, and/or exiting or graduating from secondary school?

*Check one circle for each line.*

- a) Language(s) ----------------------------------------------- Yes  No
- b) Mathematics----------------------------------------------- Yes  No
- c) Science----------------------------------------------------- Yes  No

B. Please describe the grades at which the exams are given and the purpose of each exam.

*Example: “There is an exam including language and mathematics given at the end of grade 8 to determine placement for entry to secondary school.”*

C. Does your country have a national or regional policy to make accommodations for students with special needs taking national or regional tests?

*Examples: “Providing materials in Braille for visually impaired students”; “Providing instructions in sign language for hearing impaired students”.*

*Check one circle only.*

- Yes---
- No---

If Yes...
What is the policy?
D. If there are not exams, is there a similar process that has consequences for individual students?

*Example: “Teacher recommendations”*
11. Is there a national/regional policy to encourage parental involvement in the schools attended by \textbf{fourth-grade} students?

\begin{quote}
Example: “Parents must be included in school governing bodies”.
\end{quote}

\textit{Check one circle only.}

\begin{itemize}
\item Yes--- ○
\item No--- ○
\end{itemize}

\textit{If Yes...}
What is the policy?

\begin{quote}

\end{quote}

\textit{If No...}
Comments:

\begin{quote}

\end{quote}
12. Is there a national/regional policy to encourage parental involvement in the schools attended by **eighth-grade** students?

*Check one circle only.*

- Yes, same as fourth grade--- ☐
- Yes, but different than fourth grade--- ☐
- No--- ☐

*If different from fourth grade...*
*What is the policy?*
READING MODULE
(PIRLS/PrePIRLS Module)

To be completed by all countries participating in PIRLS
1. Does your country have a national curriculum that covers reading instruction at the fourth grade of primary/elementary school?

*Check one circle only.*

- Yes---
- No---

If Yes...
Comments:

If No...
What is the highest level of decision-making authority (e.g., state or province) that provides a curriculum that covers reading instruction at the fourth grade of primary/elementary school?

Comments:
2. How is reading addressed in the curriculum?

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

Check one circle for each line.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Reading is presented as part of the curriculum for language instruction</td>
<td></td>
</tr>
<tr>
<td>b) Reading is presented as a separate curriculum area</td>
<td></td>
</tr>
<tr>
<td>c) Reading is integrated across the curriculum</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

[Blank space for comments]
Question 3 pertains to the language/reading curriculum that was in effect for the students assessed in PIRLS 2010/2011.

3. A. In what year was the language/reading curriculum introduced?

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

Comments:

B. Is the language/reading curriculum being revised?

*Check one circle only.*

Yes---  ○

No---  ○

*If Yes...*

Please explain:

Comments:

*If No...*

Comments:
4. For the primary/elementary school language/reading curriculum, what is the grade structure?

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

Examples: “Grades 1-5”; “Grades 1-3, 4-5”; “Grade 1, 2-4”

5. What does the language/reading curriculum prescribe?

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

Check one circle for each line.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Goals and objectives-----------------</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b) Instructional processes or methods------</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c) Materials (e.g., textbooks, instructional materials, or teacher handbooks)-------</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d) Assessment standards and methods -----</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>e) Other--------------------------------</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Please specify:

Comments:
6. Is there a process for approving the textbooks used for language/reading instruction?

*Check one circle only.*

- Yes--- ☐
- No--- ☐

*If Yes...*
Please describe the process:

...
7. By the end of the fourth grade, how much are the following reading processes emphasized in the language/reading curriculum?

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

*Check one circle for each line.*

<table>
<thead>
<tr>
<th>Reading Process</th>
<th>Major Emphasis</th>
<th>Some Emphasis</th>
<th>Little or No Emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Focus on and retrieve explicitly stated information</td>
<td><img src="#" alt="Circle" /></td>
<td><img src="#" alt="Circle" /></td>
<td><img src="#" alt="Circle" /></td>
</tr>
<tr>
<td>a) Retrieve explicitly stated information from a sentence or phrase</td>
<td><img src="#" alt="Circle" /></td>
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<td><img src="#" alt="Circle" /></td>
</tr>
<tr>
<td>b) Locate and reproduce details from a clearly defined section of text</td>
<td><img src="#" alt="Circle" /></td>
<td><img src="#" alt="Circle" /></td>
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</tr>
<tr>
<td>B. Make straightforward inferences</td>
<td><img src="#" alt="Circle" /></td>
<td><img src="#" alt="Circle" /></td>
<td><img src="#" alt="Circle" /></td>
</tr>
<tr>
<td>a) Connect two or more pieces of information or ideas</td>
<td><img src="#" alt="Circle" /></td>
<td><img src="#" alt="Circle" /></td>
<td><img src="#" alt="Circle" /></td>
</tr>
<tr>
<td>b) Identify main ideas</td>
<td><img src="#" alt="Circle" /></td>
<td><img src="#" alt="Circle" /></td>
<td><img src="#" alt="Circle" /></td>
</tr>
<tr>
<td>c) Recognize plot sequences and character traits</td>
<td><img src="#" alt="Circle" /></td>
<td><img src="#" alt="Circle" /></td>
<td><img src="#" alt="Circle" /></td>
</tr>
<tr>
<td>C. Interpret and integrate ideas and information</td>
<td><img src="#" alt="Circle" /></td>
<td><img src="#" alt="Circle" /></td>
<td><img src="#" alt="Circle" /></td>
</tr>
<tr>
<td>a) Describe the overall message or theme</td>
<td><img src="#" alt="Circle" /></td>
<td><img src="#" alt="Circle" /></td>
<td><img src="#" alt="Circle" /></td>
</tr>
<tr>
<td>b) Compare information within and across texts</td>
<td><img src="#" alt="Circle" /></td>
<td><img src="#" alt="Circle" /></td>
<td><img src="#" alt="Circle" /></td>
</tr>
<tr>
<td>c) Make generalizations and draw inferences with text support</td>
<td><img src="#" alt="Circle" /></td>
<td><img src="#" alt="Circle" /></td>
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</tr>
<tr>
<td>D. Examine and evaluate content, language, and textual elements</td>
<td><img src="#" alt="Circle" /></td>
<td><img src="#" alt="Circle" /></td>
<td><img src="#" alt="Circle" /></td>
</tr>
<tr>
<td>a) Describe the style or structure of text</td>
<td><img src="#" alt="Circle" /></td>
<td><img src="#" alt="Circle" /></td>
<td><img src="#" alt="Circle" /></td>
</tr>
<tr>
<td>b) Determine the author’s perspective or intention</td>
<td><img src="#" alt="Circle" /></td>
<td><img src="#" alt="Circle" /></td>
<td><img src="#" alt="Circle" /></td>
</tr>
</tbody>
</table>

Comments:

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26
8. How much emphasis does the language/reading curriculum place on the following purposes for reading?

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

Check one circle for each line.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Major emphasis</th>
<th>Some emphasis</th>
<th>Little or no emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Reading to improve reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Reading for literary experience</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Reading to acquire information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Reading for enjoyment</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:
9. In what form is the language/reading curriculum made available?

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

*Check one circle for each line.*

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Official publication containing the curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Ministry notes and directives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Mandated or recommended textbooks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Instructional or pedagogical guide</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) Specifically developed or recommended instructional activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f) Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please specify:

________________________________________________________________________

Comments:

________________________________________________________________________
10. Does the curriculum prescribe the percentage of total instructional time to be devoted to language/reading instruction at the fourth grade of primary/elementary school? *(Include instruction or activities in reading, writing, speaking, literature, and other language skills.)*

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

*Check one circle only.*

Yes--- ○

No--- ○

*If Yes...*

Please specify the percentage.


Comments:
11. How is the language/reading curriculum implementation evaluated?

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

Check one circle for each line.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
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</tr>
</thead>
<tbody>
<tr>
<td>a) Visits by inspectors/supervisors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Research programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) School self-evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) National or regional assessments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please specify: ______________________

Comments:


10. Does the curriculum prescribe the percentage of total instructional time to be devoted to science instruction at the eighth grade of formal schooling?

Refers to the national curriculum that covers science instruction at the eighth grade of formal schooling for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

Check one circle only.

Yes--- ○

No--- ○

If Yes...
Please specify the percentage:


Comments:
11. How is the science curriculum implementation evaluated?

*Refers to the national curriculum that covers science instruction at the eighth grade of formal schooling for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.*

*Check one circle for each line.*

**| a) Visits by inspectors | 〇 〇 |
| b) Research programs | 〇 〇 |
| c) School self-evaluation | 〇 〇 |
| d) National or regional assessments | 〇 〇 |
| e) Other | 〇 〇 |

Please specify:

________________________________________________________________________

Comments:

________________________________________________________________________
12. For teachers of students in the eighth grade, does your country experience any difficulties recruiting or retaining teachers of science(s)?

*Check one circle only.*

Yes---  
No---  

*If Yes...*  
Comments: