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 your 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 your 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.
Students in this Class

1. a. How many students are in this class?
   _______________ students
   Write in a number.

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

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

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 ---

3. How many students experience difficulties understanding spoken <language of test>?
   _______________<fourth-grade> students in this class
   Write in a number.

4. a. How many students need <remedial> instruction in reading?
   _______________<fourth-grade> students in this class
   Write in a number.

   b. How many of the students in #4a receive <remedial> instruction in reading?
   _______________ students
   Write in a number.

5. How many students receive <enrichment> reading instruction because they are advanced readers?
   _______________<fourth-grade> students in this class
   Write in a number.
Questions 6-7 ask about <language of test> language instruction for the <fourth-grade> students in this class.

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.

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.

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

Check one circle only.

- I do not assign homework
- Less than once a week
- 1 or 2 times a week
- 3 or 4 times a week
- Every day

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
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 How often do you have reading instruction and/or do reading activities with the students?

Check one circle only.

- Every day
- Three or four days a week
- Fewer than three days a week

10 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

11 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 Yes...

- How much time is explicitly for formal reading instruction?

___________ hours and ___________ minutes per week

Write in the hours and minutes.
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.

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

**a) Textbooks or a reading series**

**b) Workbooks or worksheets**

**c) Children’s newspapers and/or magazines**

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

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

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

**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**
# PIRLS Teacher Questionnaire

## 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.**

<table>
<thead>
<tr>
<th>Every day or almost every day</th>
<th>Once or twice a week</th>
<th>Once or twice a month</th>
<th>Never or almost never</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Read aloud to the class</td>
<td></td>
<td></td>
<td>ATBGRA1</td>
</tr>
<tr>
<td>b) Ask students to read aloud to the whole class</td>
<td></td>
<td></td>
<td>ATBGRA2</td>
</tr>
<tr>
<td>c) Ask students to read aloud in small groups or pairs</td>
<td></td>
<td></td>
<td>ATBGRA3</td>
</tr>
<tr>
<td>d) Ask students to read silently on their own</td>
<td></td>
<td></td>
<td>ATBGRA4</td>
</tr>
<tr>
<td>e) Ask students to read along silently while other students read aloud</td>
<td></td>
<td></td>
<td>ATBGRA5</td>
</tr>
<tr>
<td>f) Give students time to read books of their own choosing</td>
<td></td>
<td></td>
<td>ATBGRA6</td>
</tr>
<tr>
<td>g) Teach or model for students different reading strategies (for example, skimming/scanning, self-monitoring)</td>
<td></td>
<td></td>
<td>ATBGRA7</td>
</tr>
<tr>
<td>h) Teach students strategies for decoding sounds and words</td>
<td></td>
<td></td>
<td>ATBGRA8</td>
</tr>
<tr>
<td>i) Teach students new vocabulary systematically</td>
<td></td>
<td></td>
<td>ATBGRA9</td>
</tr>
<tr>
<td>j) Help students understand new vocabulary in texts they are reading</td>
<td></td>
<td></td>
<td>ATBGRA10</td>
</tr>
</tbody>
</table>
PIRLS Teacher Questionnaire

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

a) Have students watch film versions of children’s books or stories
b) Have students watch movies, videos, or television to obtain information
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)

If Yes,

a. Where are computers available for use by your class?

Check one circle for each line.

Yes

No

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

Check one circle only.

Yes

No

c. How often do you have students do the following computer activities?

Check one circle for each line.

Every day or almost every day

Once or twice a week

Once or twice a month

Never or almost never

a) Use computer technology to find information (e.g., Internet, CD-ROM)
b) Read stories or other texts on the computer
c) Use instructional software to develop reading skills and strategies
d) Use the computer to write stories or other texts

e) Use the computer to communicate with or do projects with students in other schools or countries
20. Do you have a library or reading corner in your classroom?

Check one circle only.

Yes ---
No ---
(if No, go to #21)

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 ---

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 ---

(If No, go to #21)
Questions 22-23 ask about homework for the fourth-grade students in this class.

**Homework**

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 ---

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 ---

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

**Reading Difficulties**

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

Check one circle for each line.

Yes

No

- a) I wait to see if performance improves with maturation
- b) I spend more time working on reading individually with that student
- c) I have other students work on reading with the student having difficulty
- d) I have the student work in the regular classroom with a teacher-aide
- e) I have the student work in the regular classroom with a <reading specialist>
- f) I have the student work in a remedial reading classroom with a <reading specialist>
- g) Other

26. 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

ATBGBRD1
ATBGBRD2
ATBGBRD3
ATBGBRD4
ATBGBRD5
ATBGBRD6
ATBGBRD7
27. **How often do you use each of the following to assess students' performance in reading?**

   Check one circle for each line.

   - a) Multiple-choice questions on material read
   - b) Short-answer written questions on material read
   - c) Paragraph-length written responses about what students have read
   - d) Listening to students read aloud
   - e) Determining oral reading accuracy
   - f) Oral questioning of students
   - g) Students give an oral summary/report of what they have read
   - 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.

   - 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
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 the language of the test

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

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

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.

35. How old are you?

Check one circle only.

- Under 25
- 25-29
- 30-39
- 40-49
- 50-59
- 60 or more
**36.** Are you female or male?
   - Female ---
   - Male ---

**37.** What is the highest level of formal education you have completed?
   - Did not complete ISCED Level 3 ---
   - ISCED Level 3 ---
   - ISCED Level 4 ---
   - ISCED Level 5 or higher ---

**38.** Do you have a teaching certificate?
   - Yes ---
   - No ---

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

**40.** In the past two years, how many hours in total have you spent in in-service/professional development workshops or seminars that dealt directly with reading or teaching reading (e.g., reading theory, instructional methods)?
   - None ---
   - Less than 6 hours ---
   - 6-15 hours ---
   - 16-35 hours ---
   - More than 35 hours ---
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
b) For enjoyment
c) To get news
d) For my education/school
e) Other reasons

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

a) Books or professional journals related to teaching in general
b) Books or professional journals related to teaching reading
c) Children's books

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

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

Write in a number.
Thank you for the thought, time, and effort you have put into completing this questionnaire.
PIRLS Teacher Questionnaire

Teacher Questionnaire

PIRLS Ref. No. 01-0011

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