PIRLS 2006 Curriculum Questionnaire

Reading Curriculum and Instruction in Primary/Elementary Schools

1. Does your country have a national curriculum that covers reading instruction at the fourth grade of primary/elementary school?

   Check one circle only.

   RCQ01A

   Yes---
   No---

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?

   RCQ01B

If Yes...
Comments:

   RCQ01C
2. What is the grade-to-grade structure of the primary/elementary school curriculum that covers reading instruction (e.g., grades 1-5; grades 1-3, 4-5; grade 1, 2-4)?

   RCQ02A

   Comments:
   RCQ02B

3. Do local authorities (e.g., municipalities, districts, or schools) have a significant role in developing the reading curriculum?

   Check one circle only.

   Yes--- ○
   No--- ○

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

   If Yes...
   Please describe:
   RCQ03B

   If No...
   Comments:
   RCQ03C
4. In what year was the current reading curriculum introduced?

Comments:

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

5. Is the reading curriculum currently being revised?

Check one circle only.

If Yes...
Please explain:

If No...
Comments:

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

*Check one circle only.*

**RCQ06A**

Reading is presented as part of the curriculum for language instruction---

Reading is presented as a separate curriculum area-------------------

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

Comments:

**RCQ06B**
7. What does the reading curriculum prescribe?

*Check one circle for each line.*

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Goals and objectives---------</td>
<td><img src="RCQ07A1" alt="Circle" /></td>
</tr>
<tr>
<td>b) Processes or methods---------</td>
<td><img src="RCQ07A2" alt="Circle" /></td>
</tr>
<tr>
<td>c) Materials---------------------</td>
<td><img src="RCQ07A3" alt="Circle" /></td>
</tr>
<tr>
<td>d) Other------------------------</td>
<td><img src="RCQ07A4" alt="Circle" /></td>
</tr>
</tbody>
</table>

Please specify:

RCQ07A5

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

Comments:

RCQ 07B
8. How much emphasis does the reading curriculum place on the following reading processes?

*Check one circle for each line.*

<table>
<thead>
<tr>
<th>A. Focus on and retrieve explicitly stated information</th>
<th>Major emphasis</th>
<th>Some emphasis</th>
<th>Little or no emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Identifying specific ideas-----------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RCQ08A1</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>b) Searching for definitions of words or phrases------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RCQ08A2</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>c) Finding the topic sentence or main idea------------</td>
<td></td>
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<tr>
<td>RCQ08A3</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Make straightforward inferences</th>
<th>Major emphasis</th>
<th>Some emphasis</th>
<th>Little or no emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Evaluating cause/effect------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RCQ08B1</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>b) Determining the referent of a pronoun---------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RCQ08B2</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>c) Identifying generalizations-------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RCQ08B3</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>d) Summarizing the main point--------------------------</td>
<td></td>
<td></td>
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<tr>
<td>RCQ08B4</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Interpret and integrate ideas and information</th>
<th>Major emphasis</th>
<th>Some emphasis</th>
<th>Little or no emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Discerning the overall message or theme</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RCQ08C1</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>b) Describing the relationship between two characters</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>RCQ08C2</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>c) Comparing and contrasting text information----------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RCQ08C3</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>d) Inferring a story’s mood or tone--------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RCQ08C4</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>e) Interpreting a real-world application of text information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RCQ08C5</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
D. Examine and evaluate content, language, and textual elements

a) Evaluating the likelihood that events described could really happen-----------------
   RCQ08D1

b) Describing how the author devised a surprise ending--------------------------
   RCQ08D2

c) Judging the completeness or clarity of information in the text-----------------
   RCQ08D3

d) Determining an author’s perspective-----
   RCQ08D4

Comments:
RCQ08E

Refers to the national curriculum that covers reading instruction at the fourth grade of primary/elementary school. If you do not have a national curriculum, please summarize for your state or provincial curricula.
9. How much emphasis does the reading curriculum place on the following purposes for reading?

*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>O O O O</td>
<td>O O O</td>
<td>O O O</td>
</tr>
<tr>
<td>b) Reading for literary experience</td>
<td>O O O O</td>
<td>O O O</td>
<td>O O O</td>
</tr>
<tr>
<td>c) Reading to acquire information</td>
<td>O O O O</td>
<td>O O O</td>
<td>O O O</td>
</tr>
<tr>
<td>d) Reading for social awareness/civic duty</td>
<td>O O O O</td>
<td>O O O</td>
<td>O O O</td>
</tr>
<tr>
<td>e) Reading for enjoyment</td>
<td>O O O O</td>
<td>O O O</td>
<td>O O O</td>
</tr>
</tbody>
</table>

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

Comments:

RCQ09B
10. Which best describes how the reading curriculum addresses the issue of students with different levels of ability?

*Check one circle only.*

- The same curriculum is prescribed for all students---------------------------  
  RCQ10A1
- The same curriculum is prescribed for students of different ability levels, but at different levels of difficulty-----------------------------------------------  
  RCQ10A2
- Different curricula are prescribed for students of different ability levels--  
  RCQ10A3

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

Comments:

RCQ10B
11. In what form is the reading curriculum made available?

*Check one circle for each line.*

- a) Official publication containing the curriculum
  - RCQ11A1

- b) Ministry notes and directives
  - RCQ11A2

- c) Mandated or recommended textbooks
  - RCQ11A3

- d) Instructional or pedagogical guide
  - RCQ11A4

- e) Specifically developed or recommended instructional activities
  - RCQ11A5

- f) Other educational authorities
  - RCQ11A6

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

Comments:

RCQ11B
12. a) In a typical week, what is the total amount of instructional time prescribed by the curriculum at the fourth grade of primary/elementary school?

   RCQ12A1  RCQ12A2
   hours and minutes

   b) What percentage of total instructional time is supposed to be devoted to language instruction at the fourth grade of primary/elementary school? (Include instruction or activities in reading, writing, speaking, literature, and other language skills.)

   RCQ12B
   % of total
   Write in a number

   c) What percentage of total instructional time is supposed to be devoted to reading instruction at the fourth grade of primary/elementary school? (Include things you do across curriculum areas and during formally scheduled time for reading instruction.)

   RCQ12C
   % of total
   Write in a number

   d) How much of the time listed in 12c is explicitly for formal reading instruction?

   RCQ12D
   % of total reading instruction time
   Write in a number

   Comments:

   RCQ12E
13. Which are the current requirements for being a primary/elementary grade teacher?

*Check one circle for each line.*

- a) Pre-practicum before beginning teacher education program--
  RCQ13A1
- b) Pre-practicum during teacher education program---------
  RCQ13A2
- c) Supervised practicum in the field------------------------
  RCQ13A3
- d) Passing an examination-------------------------------
  RCQ13A4
- e) Completion of a probationary teaching period----------
  RCQ13A5

*If Yes…*

How long is this period? _____________

RCQ13A6

- f) Completion of a mentoring or induction program--------
  RCQ13A7
- g) Other---------------------------------------------------
  RCQ13A8

Please specify:

___________________________________________________

RCQ13A9

*Refers to the requirements encompassing fourth grade.*

Comments:

RCQ13B
14. Is there a process to license or certify primary/elementary grade teachers?

RCQ14A

Check one circle only.

Yes---

No---

Refers to the requirements encompassing fourth grade.

If Yes…
Who certifies/licenses primary/elementary grade teachers?

RCQ14B1
a) Minister/Ministry of Education------------------------

Yes

No

RCQ14B2
b) National/state licensing board------------------------

Yes

No

RCQ14B3
c) Universities/colleges-------------------------------

Yes

No

RCQ14B4
d) Teacher organization/union------------------------

Yes

No

RCQ14B5
e) Other---------------------------------------------

Yes

No

Please specify:

RCQ14B6

Comments:

RCQ14C

If No…
Comments:

RCQ14D
15. Do teachers receive specific preparation in how to teach the reading curriculum as part of pre-service education?

Check one circle only.

RCQ15A

Yes--- ○
No--- ○

Comments:
RCQ15B


16. How do teachers get help to implement the reading curriculum?

Check one circle for each line.

RCQ16A1
Yes   No

RCQ16A2

RCQ16A3

RCQ16A4

RCQ16A5

Please specify:

Comments:
RCQ16B


17. If changes were made to the reading curriculum, how would a teacher learn about them?

*Check one circle for each line.*

<table>
<thead>
<tr>
<th>a) Special conferences/seminars on curriculum</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>RCQ17A1</td>
<td></td>
<td></td>
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<tr>
<td>b) Ministry (Department of Education, Government, Board of Education) Website</td>
<td></td>
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<tr>
<td>RCQ17A2</td>
<td></td>
<td></td>
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<tr>
<td>c) Printed copies of curriculum distributed to schools</td>
<td></td>
<td></td>
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<tr>
<td>RCQ17A3</td>
<td></td>
<td></td>
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<tr>
<td>d) Teachers receive own printed copy</td>
<td></td>
<td></td>
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<tr>
<td>RCQ17A4</td>
<td></td>
<td></td>
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<tr>
<td>e) Teacher training/education/pre-service education</td>
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<tr>
<td>RCQ17A5</td>
<td></td>
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<tr>
<td>f) Ministry Notes</td>
<td></td>
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<tr>
<td>RCQ17A6</td>
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<td>g) Professional association newsletter</td>
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<tr>
<td>RCQ17A7</td>
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<tr>
<td>h) Education journals</td>
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<tr>
<td>RCQ17A8</td>
<td></td>
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<tr>
<td>i) Other educational authorities</td>
<td></td>
<td></td>
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<tr>
<td>RCQ17A9</td>
<td></td>
<td></td>
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<tr>
<td>j) Other</td>
<td></td>
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<tr>
<td>RCQ17A10</td>
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</tbody>
</table>

Please specify:

RCQ17A11

Comments:

RCQ17B
18. How are parents informed about the reading curriculum?

*Check one circle for each line.*

<table>
<thead>
<tr>
<th>Option</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) From teachers--------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RCQ18A1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) From the school administration--------------------------------------</td>
<td></td>
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<tr>
<td>RCQ18A2</td>
<td></td>
<td></td>
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<tr>
<td>c) From public awareness campaigns-------------------------------------</td>
<td></td>
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<tr>
<td>RCQ18A3</td>
<td></td>
<td></td>
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<tr>
<td>d) From Ministry website-----------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RCQ18A4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) From Ministry brochures and documents-----------------------------</td>
<td></td>
<td></td>
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<tr>
<td>RCQ18A5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f) Through parents’ associations/organizations-------------------------</td>
<td></td>
<td></td>
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<tr>
<td>RCQ18A6</td>
<td></td>
<td></td>
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<tr>
<td>g) Other----------------------------------------------------------------</td>
<td></td>
<td></td>
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<tr>
<td>RCQ18A7</td>
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</tbody>
</table>

Please specify:

RCQ18A8

Comments:

RCQ18B
19. How is the reading curriculum implementation evaluated?

*Check one circle for each line.*

<table>
<thead>
<tr>
<th>Option</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Visits by inspectors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RCQ19A1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Research programs</td>
<td></td>
<td></td>
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<tr>
<td>RCQ19A2</td>
<td></td>
<td></td>
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<tr>
<td>c) School self-evaluation</td>
<td></td>
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<tr>
<td>RCQ19A3</td>
<td></td>
<td></td>
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<tr>
<td>d) National or regional assessments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RCQ19A4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RCQ19A5</td>
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<td></td>
</tr>
</tbody>
</table>

Please specify:

RCQ19A6

Comments:

RCQ19B
Addendum on Amount of Schooling for Students Tested in PIRLS 2006

1. What is your country’s name for the grade tested in PIRLS 2006, in English?  
   ACQ01

2. In your country, what was the stated official policy or regulation on students’ age of entry to primary school (ISCED Level 1) in 2001-2002?  
   ACQ02

3. In your country, what was the usual age of students when they began primary school (ISCED Level 1) in 2001-2002? (Note: This response may be the same as that for question 2).  
   ACQ03
4. Does your country have a policy on the promotion and retention of students across grades 1-8 (e.g., automatic promotion for grades 1-5, dependent on academic progress for grades 6-8)?

**Check one circle only.**

- ACQ04A
  - Yes
  - No

*If No...*
Please describe:

- ACQ04B

*If Yes...*
Comments:

- ACQ04C

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

**Check one circle only.**

- ACQ05A
  - Yes
  - No

Please describe:

- ACQ05B