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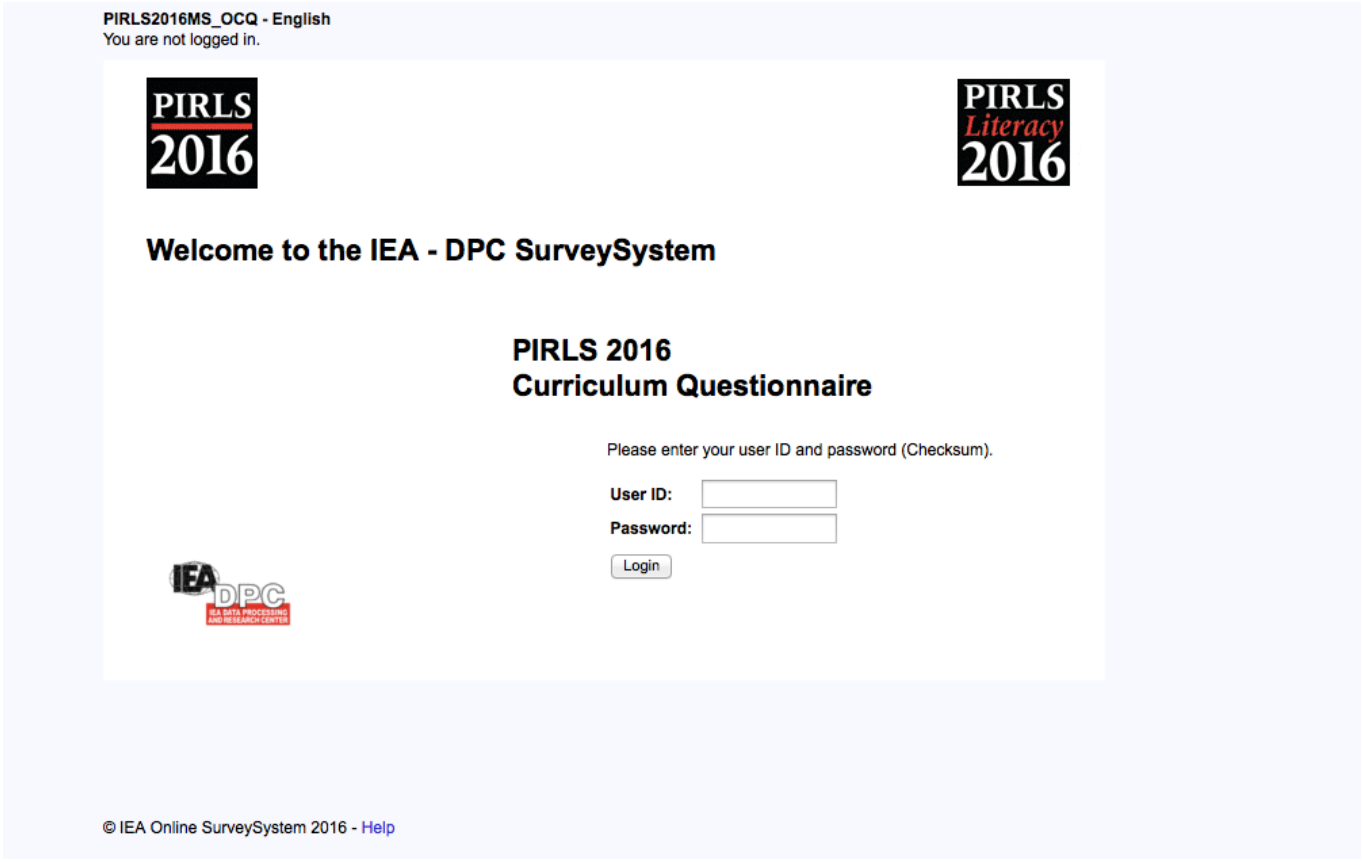
PIRLS 2016

PIRLS 2016 Curriculum Questionnaire

ePIRLS Online Reading 2016

PIRLS Literacy 2016

TIMSS & PIRLS International Study Center
Lynch School of Education, Boston College


PIRLS2016MS_OCQ - English
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PIRLS 2016
PIRLS Literacy 2016
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PIRLS 2016
Curriculum Questionnaire
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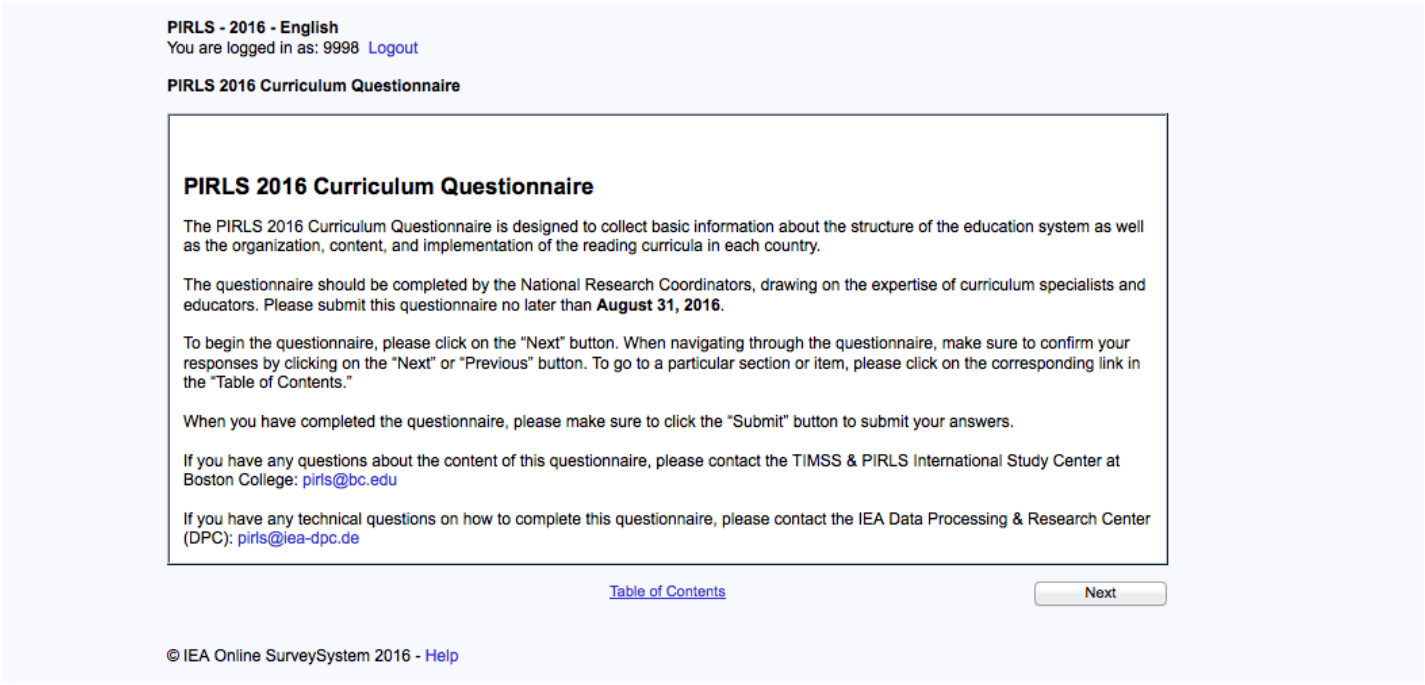

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PIRLS 2016 Curriculum Questionnaire

PIRLS 2016 Curriculum Questionnaire

The PIRLS 2016 Curriculum Questionnaire is designed to collect basic information about the structure of the education system as well as the organization, content, and implementation of the reading curricula in each country.

The questionnaire should be completed by the National Research Coordinators, drawing on the expertise of curriculum specialists and educators. Please submit this questionnaire no later than **August 31, 2016**.

To begin the questionnaire, please click on the "Next" button. When navigating through the questionnaire, make sure to confirm your responses by clicking on the "Next" or "Previous" button. To go to a particular section or item, please click on the corresponding link in the "Table of Contents."

When you have completed the questionnaire, please make sure to click the "Submit" button to submit your answers.

If you have any questions about the content of this questionnaire, please contact the TIMSS & PIRLS International Study Center at Boston College: pirls@bc.edu

If you have any technical questions on how to complete this questionnaire, please contact the IEA Data Processing & Research Center (DPC): pirls@iea-dpc.de

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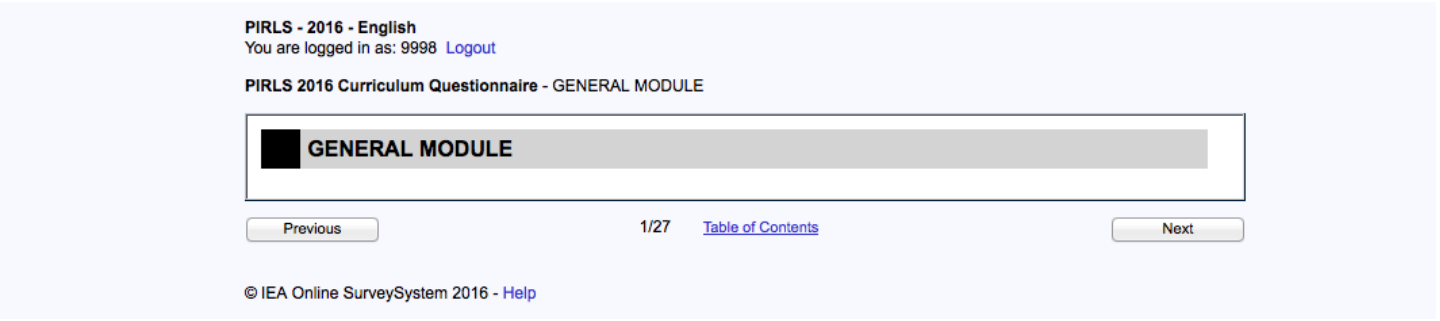
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PIRLS 2016 Curriculum Questionnaire - GENERAL MODULE
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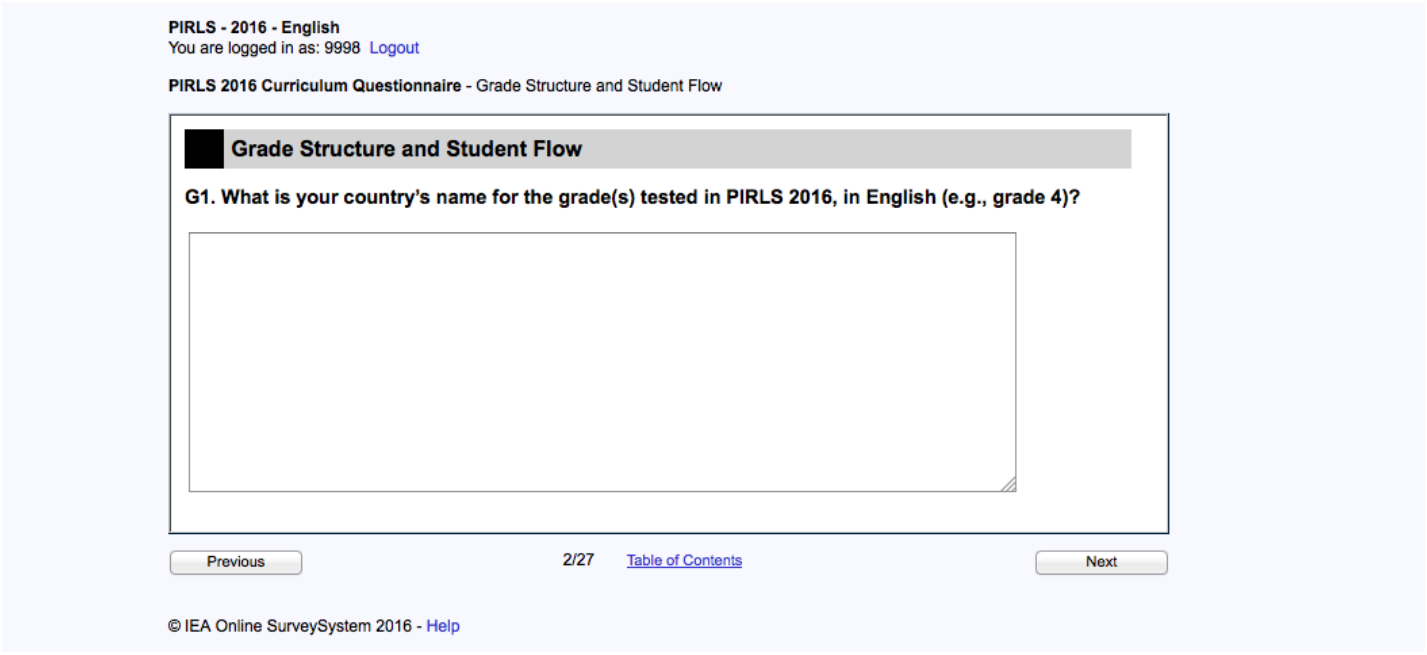
PIRLS - 2016 - English
You are logged in as: 9998 Logout
PIRLS 2016 Curriculum Questionnaire - Grade Structure and Student Flow
Grade Structure and Student Flow
G1. What is your country's name for the grade(s) tested in PIRLS 2016, in English (e.g., grade 4)?
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PIRLS - 2016 - English
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PIRLS 2016 Curriculum Questionnaire - Grade Structure and Student Flow

G2. A. 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."

B. 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."

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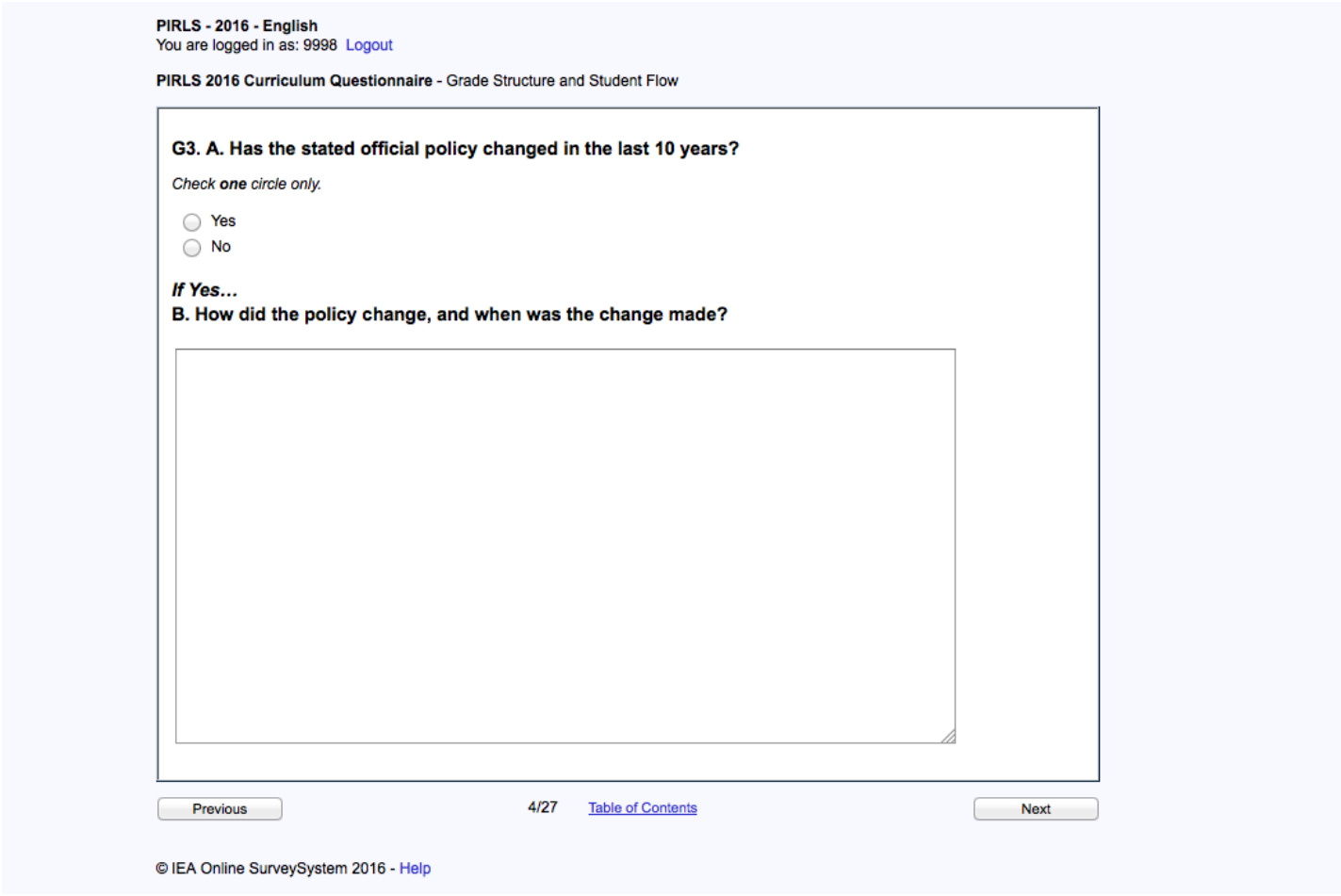

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PIRLS 2016 Curriculum Questionnaire - Grade Structure and Student Flow

G3. A. Has the stated official policy changed in the last 10 years?

*Check **one** circle only.*

- ○ Yes
- ○ No

If Yes…

B. How did the policy change, and when was the change made?

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PIRLS - 2016 - English
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PIRLS 2016 Curriculum Questionnaire - Grade Structure and Student Flow

G4. A. What are the ages of compulsory education in your country?

Example: "Ages 6-16."

B. What are the grades of compulsory education in your country?

Example: "Grades 1-9."

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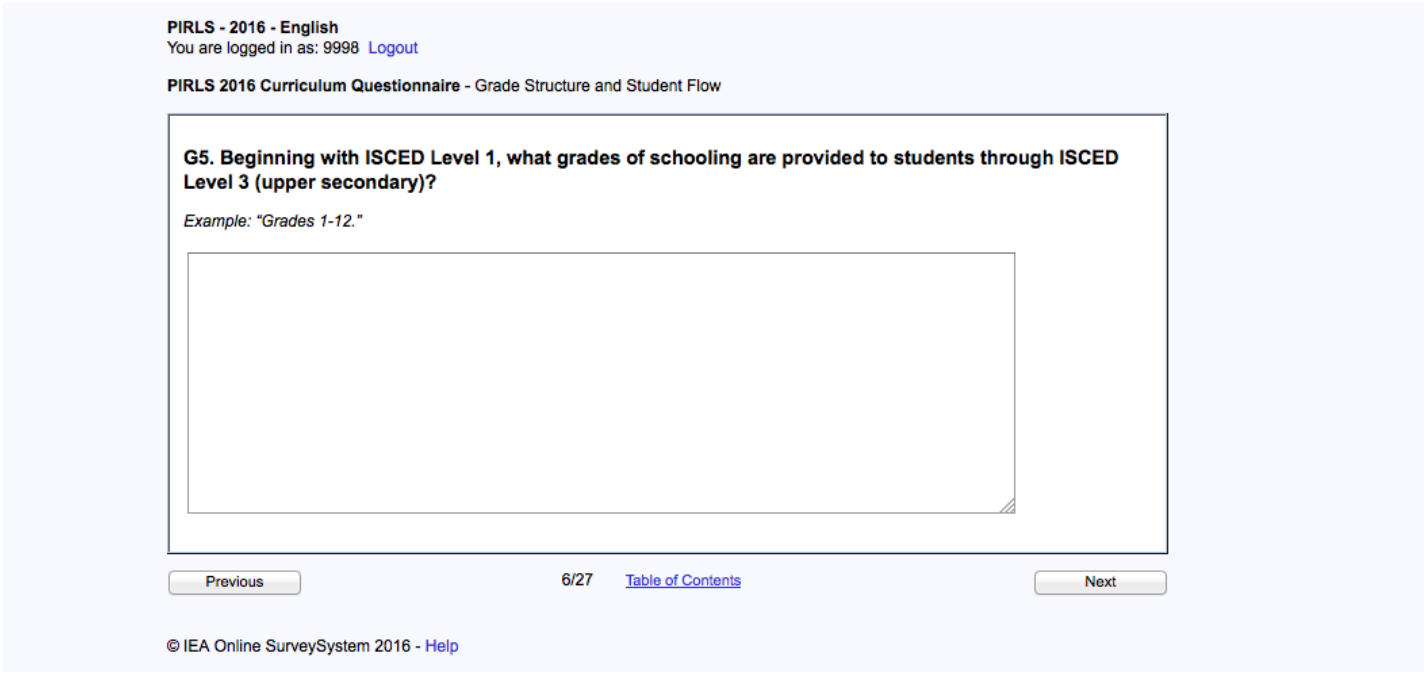

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PIRLS 2016 Curriculum Questionnaire - Grade Structure and Student Flow

G5. Beginning with ISCED Level 1, what grades of schooling are provided to students through ISCED Level 3 (upper secondary)?

Example: "Grades 1-12."

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PIRLS 2016 Curriculum Questionnaire - Grade Structure and Student Flow

G6. Does your country have a policy on the promotion and retention of students across grades 1-4?

Example: "Automatic promotion for grades 1-3, dependent on academic progress for grade 4."

*Check **one** circle only.*

- ○ Yes
- ○ No

Please describe:

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PIRLS - 2016 - English
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PIRLS 2016 Curriculum Questionnaire - Grade Structure and Student Flow

G7. Does your country have a nationally mandated number of school days per year?

*Check **one** circle only.*

- ○ Yes
- ○ No

Please describe:

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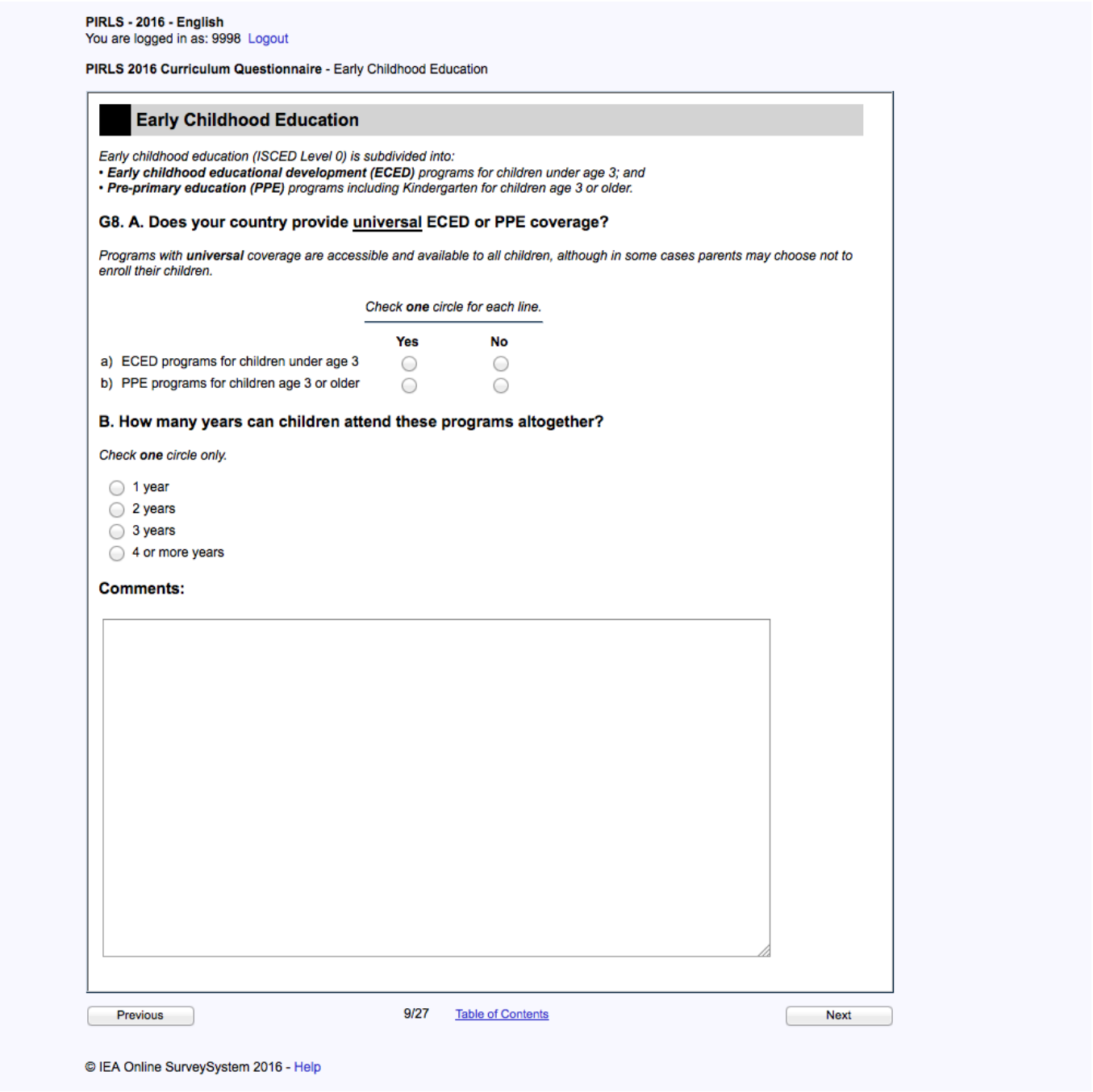

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PIRLS 2016 Curriculum Questionnaire - Early Childhood Education

Early Childhood Education

Early childhood education (ISCED Level 0) is subdivided into:
- ***Early childhood educational development (ECED)*** *programs for children under age 3; and*
- ***Pre-primary education (PPE)*** *programs including Kindergarten for children age 3 or older.*

G8. A. Does your country provide universal ECED or PPE coverage?

*Programs with **universal** coverage are accessible and available to all children, although in some cases parents may choose not to enroll their children.*

*Check **one** circle for each line.*

	Yes	No
a) ECED programs for children under age 3	○	○
b) PPE programs for children age 3 or older	○	○

B. How many years can children attend these programs altogether?

*Check **one** circle only.*

- ○ 1 year
- ○ 2 years
- ○ 3 years
- ○ 4 or more years

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PIRLS 2016 Curriculum Questionnaire - Early Childhood Education

C. Does your country provide targeted ECED or PPE coverage?

*Programs with **targeted** coverage are only available for certain subgroups (e.g., for children from low-income families, for children where the language spoken at home is different from the national language).*

*Check **one** circle for each line.*

	Yes	No
a) ECED programs for children under age 3	○	○
b) PPE programs for children age 3 or older	○	○

Please describe:

Comments:

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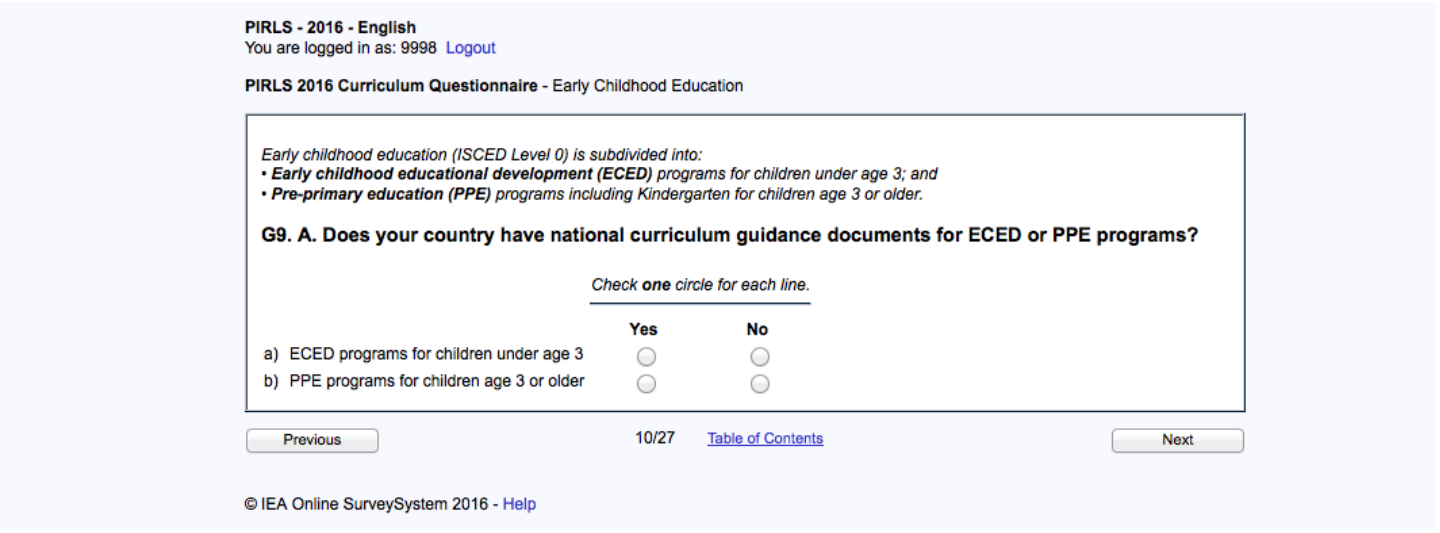

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PIRLS 2016 Curriculum Questionnaire - Early Childhood Education

Early childhood education (ISCED Level 0) is subdivided into:
- ***Early childhood educational development (ECED)** programs for children under age 3; and*
- ***Pre-primary education (PPE)** programs including Kindergarten for children age 3 or older.*

G9. A. Does your country have national curriculum guidance documents for ECED or PPE programs?

*Check **one** circle for each line.*

	Yes	No
a) ECED programs for children under age 3	○	○
b) PPE programs for children age 3 or older	○	○

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PIRLS 2016 Curriculum Questionnaire - Early Childhood Education

If Yes…

G9. B. Do the curriculum guidance documents cover any of the following topic areas?

*Check **one** circle for **ECED** programs, AND **one** circle for **PPE** programs.*

	ECED programs		PPE programs	
	Yes	No	Yes	No
a) Socio-emotional development	○	○	○	○
b) Physical development and health education	○	○	○	○
c) Oral language development and communication skills	○	○	○	○
d) Reading and literacy skills	○	○	○	○
e) Mathematics and numeracy skills	○	○	○	○
f) Science including understanding the natural world (e.g., weather)	○	○	○	○
g) Other Please specify below:	○	○	○	○

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PIRLS - 2016 - English
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PIRLS 2016 Curriculum Questionnaire - Examinations

Examinations

G10. A. Does an educational authority in your country (e.g., National Ministry of Education) administer examinations that have consequences for individual students, such as moving to a higher grade, entry to a higher school system, entry to a university, and/or exiting or graduating from secondary school?

*Check **one** circle only.*

- ○ Yes
- ○ No

If Yes…

B. Please describe the grades at which the exams are given, the subjects that are assessed, 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."

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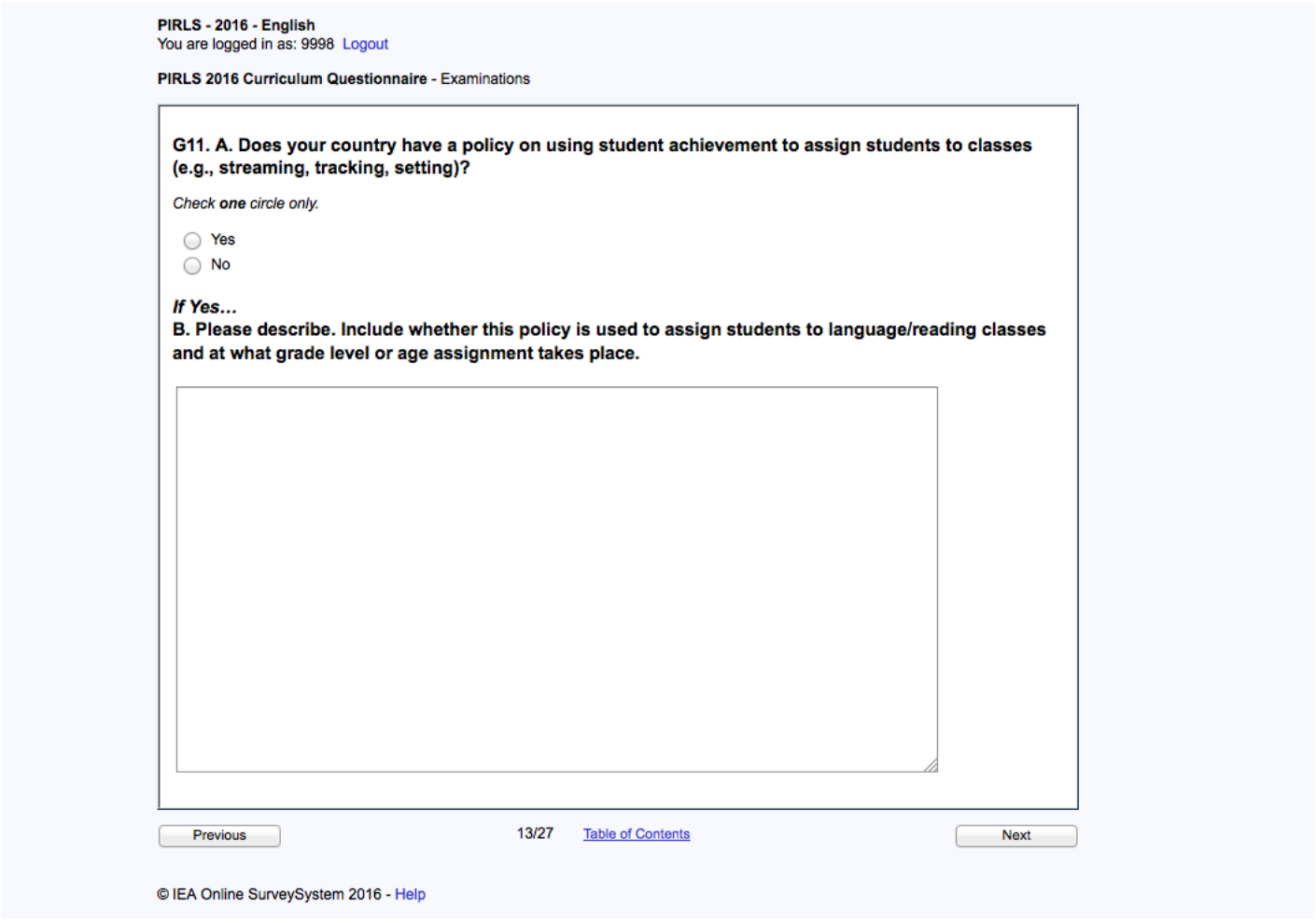

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PIRLS 2016 Curriculum Questionnaire - Examinations

G11. A. Does your country have a policy on using student achievement to assign students to classes (e.g., streaming, tracking, setting)?

*Check **one** circle only.*

- ○ Yes
- ○ No

If Yes…

B. Please describe. Include whether this policy is used to assign students to language/reading classes and at what grade level or age assignment takes place.

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PIRLS - 2016 - English
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PIRLS 2016 Curriculum Questionnaire - Teacher Preparation

Teacher Preparation

G12. A. 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."

B. 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.*

	Yes	No
a) Supervised practicum during the teacher education program	○	○
If Yes… How long is this period?		
b) Passing a qualifying examination (e.g., licensing, certification)	○	○
c) Completion of a probationary teaching period	○	○
If Yes… How long is this period?		
d) Completion of a mentoring or induction program (e.g., experienced teachers work with novice teachers to provide instructional guidance)	○	○
e) Other Please specify below:	○	○

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PIRLS 2016 Curriculum Questionnaire - Teacher Preparation

C. In the last 10 years, has there been a change in the stated official policy about the requirements for being a teacher of students in the fourth grade?

*Check **one** circle only.*

- ○ Yes
- ○ No

If Yes…

D. How did the policy change, and when was the change made?

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PIRLS 2016 Curriculum Questionnaire - Principal Preparation

Principal Preparation

G13. A. What is the main preparation route(s) for principals of schools with fourth grade students?

Example: "In addition to receiving their teaching qualifications, most principals have a degree in educational leadership."

B. According to the main principal preparation route, what are the current requirements for being a principal of a school with fourth grade students?

*Check **one** circle for each line.*

	Yes	No
a) Teaching experience	○	○
b) Completion of a specialized school leadership training program (including a school leadership degree program)	○	○
c) Other Please specify below:	○	○

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PIRLS 2016 Curriculum Questionnaire - Principal Preparation

C. In the last 10 years, has there been a change in the stated official policy about the requirements for being a principal of a school with fourth grade students?

*Check **one** circle only.*

- ○ Yes
- ○ No

If Yes…

D. How did the policy change, and when was the change made?

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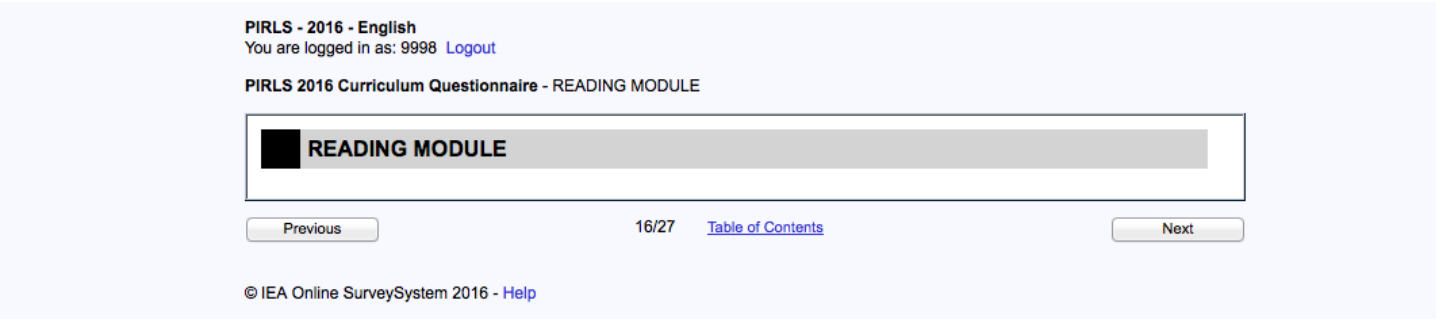
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PIRLS 2016 Curriculum Questionnaire - READING MODULE
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PIRLS - 2016 - English
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PIRLS 2016 Curriculum Questionnaire - About the Fourth Grade Language/Reading Curriculum

About the Fourth Grade Language/Reading Curriculum

Refers to the national curriculum that was in effect for the fourth grade students assessed in PIRLS 2016—the curriculum that covers language/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.

R1. 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?

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PIRLS 2016 Curriculum Questionnaire - About the Fourth Grade Language/Reading Curriculum

R2. How is reading addressed in the curriculum?

*Check **one** circle for each line.*

	Yes	No
a) Reading is presented as part of the curriculum for language instruction	○	○
b) Reading is presented as a separate curriculum area	○	○
c) Reading is integrated across the curriculum	○	○

Comments:

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PIRLS 2016 Curriculum Questionnaire - About the Fourth Grade Language/Reading Curriculum

R3. A. In what year was the 2015/2016 language/reading curriculum introduced?

Comments:

B. Is the language/reading curriculum currently being revised?

*Check **one** circle only.*

- ○ Yes
- ○ No

If Yes...
Please explain:

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PIRLS 2016 Curriculum Questionnaire - About the Fourth Grade Language/Reading Curriculum

If No...
Comments:

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PIRLS 2016 Curriculum Questionnaire - About the Fourth Grade Language/Reading Curriculum

R4. For the primary/elementary school language/reading curriculum, what is the grade structure?

Examples: "Grades 1-5"; "Grades 1-3, 4-5"; "Grades 1, 2-4."

Comments:

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PIRLS 2016 Curriculum Questionnaire - Curriculum Specifications

Curriculum Specifications

Refers to the national curriculum that was in effect for the fourth grade students assessed in PIRLS 2016—the curriculum that covers language/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.

R5. What does the language/reading curriculum prescribe?

*Check **one** circle for each line.*

	Yes	No
a) Percentage or amount of total instructional time to be devoted to language/reading instruction	○	○
If Yes… Please specify the percentage: *If the curriculum specifies the number of minutes/hours or the number of lessons, please convert to a percentage.*		☐
b) Goals and objectives	○	○
c) Instructional processes or methods	○	○
d) Materials (e.g., textbooks, instructional materials)	○	○
e) Assessment methods/activities	○	○
f) Other Please specify below:	○	○

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PIRLS 2016 Curriculum Questionnaire - Curriculum Specifications

R6. How is the language/reading curriculum implementation evaluated?

*Check **one** circle for each line.*

	Yes	No
a) Visits by inspectors	○	○
b) Research programs	○	○
c) School self-evaluation	○	○
d) National or regional examinations	○	○
e) Other Please specify below:	○	○

Comments:

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PIRLS - 2016 - English
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PIRLS 2016 Curriculum Questionnaire - Instructional Materials and Use of Technology

Instructional Materials and Use of Technology

Refers to the national curriculum that was in effect for the fourth grade students assessed in PIRLS 2016—the curriculum that covers language/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.

R7. A. Is there a process for approving the language/reading instructional materials?

*Check **one** circle only.*

- ○ Yes
- ○ No

If Yes…
Please describe the process, and what materials (e.g., textbooks, workbooks, online materials) must be approved through this process:

B. Is there a policy of encouraging teachers to find and develop language/reading materials other than those prescribed by the national curriculum?

*Check **one** circle only.*

- ○ Yes
- ○ No

If Yes…
Please describe the policy.

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PIRLS 2016 Curriculum Questionnaire - Instructional Materials and Use of Technology

C. Does the national curriculum contain statements/policies about the use of technology (e.g., computers, tablets, Internet) in language/reading instruction?

*Check **one** circle only.*

- ○ Yes
- ○ No

If Yes…
What are the statements/policies?

D. Is there a program to apply for funding to subsidize reading resources (e.g., library, instructional materials, technology)?

*Check **one** circle only.*

- ○ Yes
- ○ No

If Yes…
Please describe the program.

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PIRLS 2016 Curriculum Questionnaire - Instructional Materials and Use of Technology

E. Does your country (state, province) offer a national program targeting struggling readers in the fourth grade (e.g., Reading Recovery®)?

*Check **one** circle only.*

- ○ Yes
- ○ No

If Yes…
Please describe the program.

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PIRLS - 2016 - English
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PIRLS 2016 Curriculum Questionnaire - Areas of Emphasis for the Language/Reading Curriculum

Areas of Emphasis for the Language/Reading Curriculum

Refers to the national curriculum that was in effect for the fourth grade students assessed in PIRLS 2016—the curriculum that covers language/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.

R8. By the end of the fourth grade, how much are the following reading processes emphasized in the language/reading curriculum?

A. Focus on and retrieve explicitly stated information

*Check **one** circle for each line.*

	Major emphasis	Some emphasis	Little or no emphasis
a) Retrieve explicitly stated information from a sentence or phrase	○	○	○
b) Locate and reproduce details from a clearly defined section of text	○	○	○

B. Make straightforward inferences

*Check **one** circle for each line.*

	Major emphasis	Some emphasis	Little or no emphasis
a) Connect two or more pieces of information or ideas	○	○	○
b) Identify main ideas	○	○	○
c) Recognize plot sequences and character traits	○	○	○

C. Interpret and integrate ideas and information

*Check **one** circle for each line.*

	Major emphasis	Some emphasis	Little or no emphasis
a) Describe the overall message or theme	○	○	○
b) Compare information within and across texts	○	○	○
c) Make generalizations and draw inferences with text support	○	○	○

D. Examine and evaluate content, language, and textual elements

*Check **one** circle for each line.*

	Major emphasis	Some emphasis	Little or no emphasis
a) Describe the style or structure of text	○	○	○
b) Determine the author's perspective or intention	○	○	○

Comments:

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PIRLS - 2016 - English
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PIRLS 2016 Curriculum Questionnaire - Areas of Emphasis for the Language/Reading Curriculum

R9. How much emphasis does the language/reading curriculum place on the following purposes for reading?

*Check **one** circle for each line.*

	Major emphasis	Some emphasis	Little or no emphasis
a) Reading to improve reading	○	○	○
b) Reading for literary experience	○	○	○
c) Reading to acquire information	○	○	○
d) Reading for enjoyment	○	○	○

Comments:

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PIRLS 2016 Curriculum Questionnaire - Areas of Emphasis for the Language/Reading Curriculum

R10. How much emphasis does the language/reading curriculum place on digital reading?

*Check **one** circle for each line.*

	Major emphasis	Some emphasis	Little or no emphasis
a) Strategies for reading digital texts	○	○	○
b) Looking up information to research a topic	○	○	○
c) Critical evaluation of Internet information	○	○	○

Comments:

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PIRLS 2016 Curriculum Questionnaire

Thank you for completing the PIRLS 2016 Curriculum Questionnaire.

Your information has been stored successfully.

Prepare printer version

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PIRLS 2016

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