



Identification Label

PROGRESS IN INTERNATIONAL READING LITERACY STUDY

School Questionnaire

Grade 4

National Center for Education Statistics

U.S. Department of Education

550 12th St., SW, 4th floor

Washington, DC 20202



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

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The National Center for Education Statistics (NCES), within the U.S. Department of Education, is authorized to conduct this study under the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C., § 9543). The data are being collected for NCES by RTI International, a nonprofit research organization based in North Carolina. The collected data may be used only for statistical purposes and may not be disclosed or used, in identifiable form, for any other purpose except as required by law (ESRA 2002, 20 U.S.C., § 9573). The collected information will be combined across respondents to produce statistical reports.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this voluntary survey is 1850-0645. The time required to complete this survey is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the survey. If you have any comments or concerns regarding the accuracy of the time estimate(s), suggestions for improving the form, or the status of your individual submission of this form, write directly to: Progress in International Reading Literacy Study (PIRLS), National Center for Education Statistics, PCP, 550 12th St., SW, 4th floor, Washington, DC 20202.

OMB No. 1850-0645, Approval Expires 11/30/2017.

School Questionnaire

Your school has agreed to participate in PIRLS 2016 (Progress in International Reading Literacy Study), an educational research project sponsored by the International Association for the Evaluation of Educational Achievement (IEA). PIRLS measures trends in student achievement in reading and studies differences in national education systems in more than 50 countries in order to help improve teaching and learning worldwide.

This questionnaire is addressed to school principals and department heads 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 primary/elementary education in the United States.

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.

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 the United States. 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 you will need approximately 30 minutes to complete this questionnaire. We appreciate the time and effort that this takes and thank you for your cooperation and contribution.

When you have completed the questionnaire, please place it in the accompanying envelope and return it to the PIRLS school coordinator.

Your responses will be combined with those from other participants to produce summary statistics and reports.

Thank you.

PIRLS 2016

School Enrollment and Characteristics

1

What is the total enrollment of students in your school as of March 1, 2016?

_____ students
Write in the number.

2

What is the total enrollment of fourth grade students in your school as of March 1, 2016?

_____ students
Write in the number.

3

Approximately what percentage of students in your school have the following backgrounds?

Check **one** circle for each line.

	0 to 10%	11 to 25%	26 to 50%	More than 50%
a) Come from economically disadvantaged homes -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Come from economically affluent homes -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4

A. Approximately what percentage of students in your school have English as their native language?

Check **one** circle only.

- More than 90% ---
- 76 to 90% ---
- 51 to 75% ---
- 26 to 50% ---
- 25% or less ---

B. Of the students currently enrolled in your school, what percentage have been identified as limited-English proficient (LEP)/English Language Learners (ELL)?

Check **one** circle only.

- 0% ---
- 1 to 5% ---
- 6 to 10% ---
- 11 to 25% ---
- 26 to 50% ---
- 51 to 75% ---
- 76 to 90% ---
- Over 90% ---

5

A. How many people live in the city, town, or area where your school is located?

Check **one** circle only.

- More than 500,000 people ---
- 100,001 to 500,000 people ---
- 50,001 to 100,000 people ---
- 30,001 to 50,000 people ---
- 15,001 to 30,000 people ---
- 3,001 to 15,000 people ---
- 3,000 people or fewer ---

B. Which best describes the immediate area in which your school is located?

Check **one** circle only.

- Urban—Densely populated ---
- Suburban—On fringe or outskirts of urban area ---
- Medium size city or large town ---
- Small town or village ---
- Remote rural ---

C. Which best characterizes the average income level of the population in the school's immediate area?

Check **one** circle only.

- High ---
- Medium ---
- Low ---

6

What type of school is this?

Check **one** circle only.

- Regular public school --
- A regular public school with a magnet program --
- A magnet school or school with a special program emphasis (e.g., Montessori, science/math school, performing arts school, talented/gifted school, foreign language immersion school, etc.) --
- Special education: a school that primarily serves students with disabilities --
- Alternative: a school designed to address the needs of students, typically at risk of educational failure, which cannot be met in regular schools --
- Vocational --
- Charter School --
- Private (independent) --
- Private (religiously affiliated) --
- Other --

7

Does your school provide free meals for students?

Check **one** circle for each line.

- Yes, for all students
Yes, for some students
No
- a) Breakfast ----- -- --
 - b) Lunch ----- -- --

8

Around the first of October 2015, what percentage of students at this school were eligible to receive free or reduced-price lunches through the National School Lunch Program?

_____ percentage of students
Write in the number.

9

For the fourth grade students in your school:

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

_____ days
Write in the number.

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

_____ minutes
*Write in the number of minutes per day.
Please convert the number of hours into minutes.*

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

*Check **one** circle only.*

- 6 days ---
- 5 1/2 days ---
- 5 days ---
- 4 1/2 days ---
- 4 days ---
- Other ---

10

A. Does your school provide a place where students can work on their schoolwork before or after school?

*Check **one** circle only.*

Yes ---

No ---

(If No, go to #11)

If Yes,

B. Is someone available to assist them with their schoolwork?

*Check **one** circle only.*

Yes ---

No ---

11

Does your school have a school library?

Check **one** circle only.

Yes ---

No --- 

(If No, go to #12)

If Yes,

A. Approximately how many books (print) with different titles does your school library have (excluding 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 ---

B. Approximately how many titles of magazines and other periodicals (print) does your school library have?

Check **one** circle only.

0 ---

1–5 ---

6–10 ---

11–30 ---

31 or more ---

C. Can students borrow print materials from the library to take home?

Check **one** circle only.

Yes ---

No ---

12

Does the school provide access to digital books?

Check **one** circle only.

Yes ---

No ---

13

How many computers (including tablets) does your school have for use by fourth grade students?

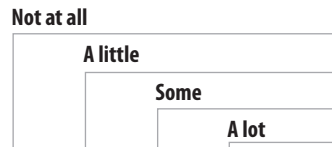
_____ computers

Write in the number.

14

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.



A. General School Resources

- a) Instructional materials (e.g., textbooks) ----- ○ — ○ — ○ — ○
- b) Supplies (e.g., papers, pencils, materials) ----- ○ — ○ — ○ — ○
- c) School buildings and grounds ----- ○ — ○ — ○ — ○
- d) Heating/cooling and lighting systems ----- ○ — ○ — ○ — ○
- e) Instructional space (e.g., classrooms) ----- ○ — ○ — ○ — ○
- f) Technologically competent staff ----- ○ — ○ — ○ — ○
- g) Audio-visual resources for delivery of instruction (e.g., interactive white boards, digital projectors) ----- ○ — ○ — ○ — ○
- h) Computer technology for teaching and learning (e.g., computers or tablets for student use) ----- ○ — ○ — ○ — ○
- i) Resources for students with disabilities ----- ○ — ○ — ○ — ○

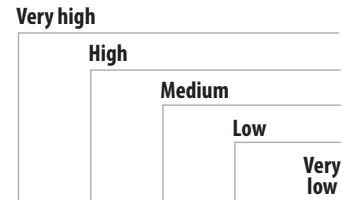
B. Resources for Reading Instruction

- a) Teachers with a specialization in reading ----- ○ — ○ — ○ — ○
- b) Computer software/applications for reading instruction ----- ○ — ○ — ○ — ○
- c) Library resources (books, ebooks, magazines, etc.) ----- ○ — ○ — ○ — ○
- d) Instructional materials for reading (e.g., reading series, textbooks) ----- ○ — ○ — ○ — ○

15

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

Check **one** circle for each line.



- a) Teachers' understanding of the school's curricular goals --- ○ — ○ — ○ — ○ — ○
- b) Teachers' degree of success in implementing the school's curriculum ----- ○ — ○ — ○ — ○ — ○
- c) Teachers' expectations for student achievement ----- ○ — ○ — ○ — ○ — ○
- d) Teachers' ability to inspire students ----- ○ — ○ — ○ — ○ — ○
- e) Collaboration between school leadership (including master teachers) and teachers to plan instruction --- ○ — ○ — ○ — ○ — ○
- f) Parental involvement in school activities ----- ○ — ○ — ○ — ○ — ○
- g) Parental commitment to ensure that students are ready to learn ----- ○ — ○ — ○ — ○ — ○
- h) Parental expectations for student achievement ----- ○ — ○ — ○ — ○ — ○
- i) Parental support for student achievement ----- ○ — ○ — ○ — ○ — ○
- j) Students' desire to do well in school ----- ○ — ○ — ○ — ○ — ○
- k) Students' ability to reach school's academic goals ----- ○ — ○ — ○ — ○ — ○
- l) Students' respect for classmates who excel academically ----- ○ — ○ — ○ — ○ — ○

16

To what degree is each of the following a problem among fourth grade students in your school?

Check **one** circle for each line.

	Not a problem	Minor problem	Moderate problem	Serious problem
a) Arriving late at school -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) 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 (including texting, emailing, etc.) -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) Physical fights among students -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) Intimidation or verbal abuse of teachers or staff (including texting, emailing, etc.) -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17

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

Check **one** circle for each line.

	Not a problem	Minor problem	Moderate problem	Serious problem
a) Arriving late or leaving early -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Absenteeism -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Failure to complete the curriculum -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18

About how many of the students in your school can do the following when they begin the first grade of primary/elementary school?

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 -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Read some words -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Read sentences -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Read a story -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Write letters of the alphabet --	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Write some words -----	<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.

	First grade or earlier	Second grade	Third grade	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) Locating information within the text -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Identifying the main idea of a text -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Explaining or supporting understanding of a text -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) Comparing a text with personal experience -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) Comparing different texts -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k) Making predictions about what will happen next in a text -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l) Making generalizations and drawing inferences based on a text -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m) Describing the style or structure of a text -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n) Determining the author's perspective or intention -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20

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

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

21

By the end of this school year, how many years will you have been a principal at this school?

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

22

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

Check **one** circle only.

Did not complete a 4-year college or university degree (i.e., Bachelor's degree) ---

Completed a 4-year college or university degree (i.e., Bachelor's degree) ---

Completed a Master's degree, postgraduate certificate program (e.g., teaching), or professional degree (e.g., law, medicine, dentistry) ---

Completed a doctorate (Ph.D. or Ed.D.) ---

23

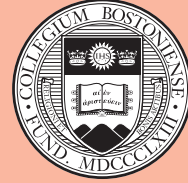
Do you hold any of the following professional qualifications in educational leadership?

Check **one** circle for each line.

	Yes	No
a) Certificate or license -----	<input type="radio"/>	<input type="radio"/>
b) A Master's degree, postgraduate certificate program (e.g., teaching), or professional degree (e.g., law, medicine, dentistry) -----	<input type="radio"/>	<input type="radio"/>
c) A doctorate (Ph.D. or Ed.D.) -----	<input type="radio"/>	<input type="radio"/>

Thank You

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



BOSTON
COLLEGE

PIRLS 2016

PROGRESS IN INTERNATIONAL READING LITERACY STUDY

School Questionnaire

Grade 4



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