

Appendix G

*Organizations and Individuals Responsible
for PIRLS 2006*

Introduction

PIRLS 2006 was a collaborative effort involving hundreds of individuals around the world. This appendix recognizes the individuals and organizations for their contributions. Given that work on PIRLS 2006 has spanned approximately five years and has involved so many people and organizations, this list may not include all who contributed. Any omission is inadvertent.

Of the first importance, PIRLS 2006 is deeply indebted to the students, parents, teachers, and school principals who contributed their time and effort to the study.

Management and Coordination

PIRLS is a major undertaking of IEA, and together with the Trends in International Mathematics and Science Study (TIMSS), comprises the core of IEA's regular cycles of studies. The PIRLS assessment at the fourth grade complements TIMSS, which regularly assesses mathematics and science achievement at fourth and eighth grades.

The TIMSS & PIRLS International Study Center at Boston College has responsibility for the overall direction and management of the TIMSS and PIRLS projects. Headed by Drs. Ina V.S. Mullis and Michael O. Martin, the study center is located in the Lynch School of Education. Dr. Ann M. Kennedy is the PIRLS Project Coordinator. In carrying out the project, the TIMSS & PIRLS International Study Center worked closely with the IEA Secretariat in Amsterdam, which provided guidance overall and was responsible for verification of all translations produced by the participating countries. The IEA Data Processing and Research Center in Hamburg was responsible for processing and verifying the data submitted by the participants; Statistics Canada in Ottawa was responsible for school and student sampling activities; and Educational Testing Service (ETS) in Princeton, New Jersey consulted on psychometric methodology and provided software for scaling the achievement data.

The Project Management Team, comprised of study directors and representatives from the TIMSS & PIRLS International Study Center, the IEA

Secretariat, the IEA Data Processing and Research Center, Statistics Canada, and ETS met twice a year throughout the study to discuss the study's progress, procedures, and schedule. In addition, the study directors met with members of IEA's Technical Executive Group twice yearly to review technical issues.

Dr. Marian Sainsbury from the National Foundation for Educational Research in England (NFER) was the PIRLS 2006 Reading Coordinator and Dr. Patricia Donahue from ETS was a special reading assessment consultant. Together with the Reading Development Group, a panel of internationally recognized experts in reading research, instruction, and assessment, they provided excellent guidance throughout PIRLS 2006.

To work with the international team and coordinate within-country activities, each participating country designated an individual to be the PIRLS National Research Coordinator (NRC). The NRCs have the complicated and challenging task of implementing the PIRLS study in their countries in accordance with the PIRLS guidelines and procedures. The quality of the PIRLS assessment and data depends on the work of the NRCs and their colleagues in carrying out the very complex sampling, data collection, and scoring tasks involved. In addition, the Questionnaire Development Group, comprised of NRCs, provided advice on questionnaire development.

Continuing the tradition of truly exemplary work established in PIRLS 2001, the PIRLS 2006 NRCs (often the same NRCs as in 2001), performed their many tasks with dedication, competence, energy, and goodwill, and have been commended by the IEA Secretariat, the TIMSS & PIRLS International Study Center, the IEA Data Processing and Research Center, and Statistics Canada for their commitment to the project and the high quality of their work.

Funding

A project of this magnitude requires considerable financial support. IEA's major funding partners for PIRLS included the World Bank, the U.S. Department of Education through the National Center for Education Statistics, and those countries that contributed by way of fees. The financial support provided by Boston College and NFER also is gratefully acknowledged.

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