

Identification Label

# PIRLS 2011

## School Questionnaire

<Grade 4>

<PIRLS>

<National Research Center Name>

<Address>



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

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# School Questionnaire

Your school has agreed to participate in PIRLS 2011 (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 <country>.

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 <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 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:

<Insert country-specific information here>.

Thank you.

# PIRLS 2011

## 1

What is the total enrollment of students in your school as of <first day of month PIRLS/TIMSS testing begins, 2010/2011>?

\_\_\_\_\_ students  
Write in a number.

## 2

What is the total enrollment of <fourth-grade> students in your school as of <first day of month PIRLS/TIMSS testing begins, 2010/2011>?

\_\_\_\_\_ students  
Write in a 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

Approximately what percentage of students in your school have <language of test> as their native language?

Check **one** circle only.

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

## 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 --
- 15,001 to 50,000 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 school's immediate area?

Check **one** circle only.

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

## Instructional Time

6

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?

\_\_\_\_\_ hours and \_\_\_\_\_ minutes  
Write in the number of hours and 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---

## Resources and Technology

7

What is the total number of computers that can be used for instructional purposes by <fourth-grade> students?

\_\_\_\_\_ computers  
Write in the number.

8

Does your school have a science laboratory that can be used by <fourth-grade> students?

Check **one** circle only.

- Yes---
- No---

9

Does your school have a school library?

Check **one** circle only.

- Yes---
- No---  

(If No, go to #10)

**If Yes,**

A. Approximately how many books with different titles does your school library have (exclude 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 does your school library have?

Check **one** circle only.

- 0---
- 1–5---
- 6–10---
- 11–30---
- 31 or more---

**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.

Check **one** circle for each line.

	Not at all	A little	Some	A lot
<b>A. General School Resources</b>				
a) Instructional materials (e.g., textbooks)-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Supplies (e.g., papers, pencils)-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) School buildings and grounds -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Heating/cooling and lighting systems-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Instructional space (e.g., classrooms)-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Technologically competent staff-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Computers for instruction -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>B. Resources for Reading Instruction</b>				
a) Teachers with a specialization in reading-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Computer software for reading instruction-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Library books -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Audio-visual resources for reading instruction-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not at all	A little	Some	A lot
<b>C. Resources for Mathematics Instruction</b>				
a) Teachers with a specialization in mathematics -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Computer software for mathematics instruction-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Library materials relevant to mathematics instruction-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Audio-visual resources for mathematics instruction-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Calculators for mathematics instruction-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>D. Resources for Science Instruction</b>				
a) Teachers with a specialization in science -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Computer software for science instruction -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Library materials relevant to science instruction -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Audio-visual resources for science instruction -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Science equipment and materials -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### A. How often does your school do the following for parents concerning individual students?

Check **one** circle for each line.

	Never	Once a year	2-3 times a year	More than 3 times a year
a) Inform parents about their child's learning progress -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Inform parents about the behavior and well-being of their child at school -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Discuss parents' concerns or wishes about their child's learning -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Support individual parents in helping their child with schoolwork -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### B. How often does your school ask parents to do the following?

Check **one** circle for each line.

	Never	Once a year	2-3 times a year	More than 3 times a year
a) Volunteer for school projects, programs, and trips -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Serve on school committees -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### C. How often does your school do the following for parents in general?

Check **one** circle for each line.

	Never	Once a year	2-3 times a year	More than 3 times a year
a) Inform parents about the overall academic achievement of the school (e.g., results of national tests, results of inspections of learning) -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Inform parents about school accomplishments (e.g., tournament results, facility improvements) -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Inform parents about the educational goals and pedagogic principles of the school -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Inform parents about the rules of the school -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Discuss parents' concerns or wishes about the school's organization (e.g., rules and regulations, time tables, safety measures) -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Provide parents with additional learning materials (e.g., books, computer software) for their child to use at home -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Organize workshops or seminars for parents on learning or pedagogical issues -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**12**

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

Check **one** circle for each line.

	Very high				
		High			
			Medium		
				Low	
					Very low
a) Teachers' job satisfaction-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Teachers' understanding of the school's curricular goals-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Teachers' degree of success in implementing the school's curriculum-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Teachers' expectations for student achievement-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Parental support for student achievement-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Parental involvement in school activities-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Students' regard for school property-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Students' desire to do well in school-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**13**

A. 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"/>	<input type="radio"/>
b) Absenteeism (i.e., unjustified absences)-----	<input type="radio"/>	<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"/>	<input type="radio"/>
d) Cheating-----	<input type="radio"/>	<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"/>	<input type="radio"/>
f) Vandalism-----	<input type="radio"/>	<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"/>	<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"/>	<input type="radio"/>
i) Physical fights among students-----	<input type="radio"/>	<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"/>	<input type="radio"/>

B. 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"/>	<input type="radio"/>
b) Absenteeism-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**14**

**In your school, are any of the following used to evaluate the practice of <fourth-grade> teachers?**

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

- Yes No
- a) Observations by the principal or senior staff -----  —
  - b) Observations by inspectors or other persons external to the school -----  —
  - c) Student achievement -----  —
  - d) Teacher peer review -----  —

**15**

**During the past year, approximately how much time have you spent on the following school leadership activities in your role as a school principal?**

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

- No time Some time A lot of time
- a) Promoting the school's educational vision or goals -----  —  —
  - b) Developing the school's curricular and educational goals -----  —  —
  - c) Monitoring teachers' implementation of the school's educational goals in their teaching -----  —  —
  - d) Monitoring students' learning progress to ensure that the school's educational goals are reached -----  —  —
  - e) Keeping an orderly atmosphere in the school -----  —  —
  - f) Ensuring that there are clear rules for student behavior -----  —  —
  - g) Addressing disruptive student behavior -----  —  —
  - h) Creating a climate of trust among teachers -----  —  —
  - i) Initiating a discussion to help teachers who have problems in the classroom -----  —  —
  - j) Advising teachers who have questions or problems with their teaching -----  —  —
  - k) Visiting other schools or attending educational conferences for new ideas -----  —  —
  - l) Initiating educational projects or improvements -----  —  —
  - m) Participating in professional development activities specifically for school principals -----  —  —



16

About how many of the students in your school can do the following when they begin 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) Write letters of the alphabet --	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Write some words -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Count up to 100 or higher -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Recognize all 10 written numbers from 1–10 -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Write all 10 numbers from 1–10 -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17

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"/>

18

Compared with other areas of the curriculum (e.g., mathematics and science), how much emphasis does your school place on teaching the following language and literacy skills to students in <grades 1 to 4>?

Check **one** circle for each line.

More emphasis  
Same emphasis  
Less emphasis

a) Reading -----  —  —

b) Writing (not handwriting) ----  —  —

c) Speaking/listening  
(oral language) -----  —  —

19

For students in <fourth grade> and below, does your school make provisions for reading instruction in mother tongue for students whose mother tongue is not <language of test>?

Check **one** circle only.

Yes ---

No ---

# Thank You

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

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BOSTON  
COLLEGE

[timssandpirls.bc.edu](http://timssandpirls.bc.edu)

# PIRLS 2011

## School Questionnaire

<Grade 4>



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for the Evaluation of  
Educational Achievement