

Identification Label

# PIRLS 2011

## Teacher Questionnaire

**<Grade 4>**

<PIRLS>

<National Research Center Name>

<Address>



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

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# Teacher 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 teachers of <fourth-grade> students, and seeks information about teachers' academic and professional backgrounds, classroom resources, instructional practices, and attitudes toward teaching. Since your class has been selected as part of a nationwide sample, your responses are very important in helping to describe primary/elementary education in <country>.

Some of the questions in the questionnaire refer to the "**PIRLS class**" or "**this class**". This is the class that is identified on the front of this booklet, and which will be tested as part of PIRLS in your school. If you teach some but not all of the students in the PIRLS class, please think only of the students that you teach when answering these class-specific questions. It is important that you answer each question carefully so that the information that you provide reflects your situation as accurately as possible.

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 studies.

It is estimated that you will need approximately 45 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

# About You

**G1**

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

\_\_\_\_\_ years  
Please **round** to the nearest whole number.

**G2**

Are you female or male?

Check **one** circle only.

Female --

Male --

**G3**

How old are you?

Check **one** circle only.

Under 25 --

25–29 --

30–39 --

40–49 --

50–59 --

60 or more --

**G4**

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

Check **one** circle only.

Did not complete <ISCED Level 3> --

Finished <ISCED Level 3> --

Finished <ISCED Level 4> --

Finished <ISCED Level 5B> --

Finished <ISCED Level 5A, first degree> --

Finished <ISCED Level 5A, second degree> or higher --

**G5**

A. During your <post-secondary> education, what was your **major or main area(s) of study**?

Check **one** circle for each line.

- |                                       | Yes                   | No                    |
|---------------------------------------|-----------------------|-----------------------|
| a) Education—Primary/Elementary ----- | <input type="radio"/> | <input type="radio"/> |
| b) Education—Secondary -----          | <input type="radio"/> | <input type="radio"/> |
| c) Mathematics -----                  | <input type="radio"/> | <input type="radio"/> |
| d) Science -----                      | <input type="radio"/> | <input type="radio"/> |
| e) <language of test> -----           | <input type="radio"/> | <input type="radio"/> |
| f) Other -----                        | <input type="radio"/> | <input type="radio"/> |

B. If your major or main area of study was education, did you have a <specialization> in any of the following?

Check **one** circle for each line.

- |                           | Yes                   | No                    |
|---------------------------|-----------------------|-----------------------|
| a) Mathematics -----      | <input type="radio"/> | <input type="radio"/> |
| b) Science -----          | <input type="radio"/> | <input type="radio"/> |
| c) Language/reading ----- | <input type="radio"/> | <input type="radio"/> |
| d) Other subject -----    | <input type="radio"/> | <input type="radio"/> |

**G6**

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"/> |

**G7**

Thinking about your current school, indicate the extent to which you agree or disagree with each of the following statements.

Check **one** circle for each line.

|   | Agree a lot           | Agree a little        | Disagree a little     | Disagree a lot        |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| a) This school is located in a safe neighborhood -----                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) I feel safe at this school -----                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) This school's security policies and practices are sufficient ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) The students behave in an orderly manner -----                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) The students are respectful of the teachers -----                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**G8**

In your current school, how severe is each problem?

Check **one** circle for each line.

|   | Not a problem         | Minor problem         | Moderate problem      | Serious problem       |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| a) The school building needs significant repair -----   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Classrooms are overcrowded -----   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Teachers have too many teaching hours -----  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students) ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) Teachers do not have adequate instructional materials and supplies -----                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

G9

**A. Do you use computers in your teaching in any of the following ways?**

Check **one** circle for each line.

|  |                       |                       |
|--|-----------------------|-----------------------|
|  | Yes                   | No                    |
| a) For preparation -----               | <input type="radio"/> | <input type="radio"/> |
| b) For administration -----            | <input type="radio"/> | <input type="radio"/> |
| c) In your classroom instruction ----- | <input type="radio"/> | <input type="radio"/> |

G10

**How often do you have the following types of interactions with other teachers?**

Check **one** circle for each line.

|  |                       |                        |                       |                       |
|--|-----------------------|------------------------|-----------------------|-----------------------|
|  | Never or almost never | 2 or 3 times per month | 1-3 times per week    | Daily or almost daily |
| a) Discuss how to teach a particular topic -----                       | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> |
| b) Collaborate in planning and preparing instructional materials ----- | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> |
| c) Share what I have learned about my teaching experiences -----       | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> |
| d) Visit another classroom to learn more about teaching -----          | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> |
| e) Work together to try out new ideas -----                            | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> |

**If Yes to "classroom instruction"**

**B. How much do you agree with the following statements about using computers in your classroom instruction?**

Check **one** circle for each line.

|   |                       |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
|   | Agree a lot           | Agree a little        | Disagree a little     | Disagree a lot        |
| a) I feel comfortable using computers in my teaching -----  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) When I have technical problems, I have ready access to computer support staff in my school ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) I receive adequate support for integrating computers in my teaching activities -----             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**G11**

**How much do you agree with the following statements?**

Check **one** circle for each line.



- a) I am content with my profession as a teacher ----- ○ — ○ — ○ — ○
- b) I am satisfied with being a teacher at this school ----- ○ — ○ — ○ — ○
- c) I had more enthusiasm when I began teaching than I have now ----- ○ — ○ — ○ — ○
- d) I do important work as a teacher ----- ○ — ○ — ○ — ○
- e) I plan to continue as a teacher for as long as I can ----- ○ — ○ — ○ — ○
- f) I am frustrated as a teacher --- ○ — ○ — ○ — ○

**G12**

**A. How many students are in this class?**

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

**B. How many of the students in #G12A are in <fourth grade>?**

\_\_\_\_\_ <fourth-grade> students  
Write in a number.

**G13**

**How many <fourth-grade> students experience difficulties understanding spoken <language of test>?**

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

**G14**

**Which of the following subjects do you teach to this class?**

Check **one** circle for each line.

- a) I teach the class <language of test>/reading -- Yes  
○ — ○ No
- b) I teach the class mathematics ----- ○ — ○
- c) I teach the class science ----- ○ — ○

**G15**

How often do you do the following in teaching this class?

Check **one** circle for each line.

|  | Every or almost every lesson | About half the lessons | Some lessons          | Never                 |
|--|------------------------------|------------------------|-----------------------|-----------------------|
| a) Summarize what students should have learned from the lesson ----- | <input type="radio"/>        | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> |
| b) Relate the lesson to students' daily lives -----                  | <input type="radio"/>        | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> |
| c) Use questioning to elicit reasons and explanations -----          | <input type="radio"/>        | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> |
| d) Encourage all students to improve their performance ---           | <input type="radio"/>        | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> |
| e) Praise students for good effort -----                             | <input type="radio"/>        | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> |
| f) Bring interesting materials to class -----                        | <input type="radio"/>        | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> |

**G16**

In your view, to what extent do the following limit how you teach this class?

Check **one** circle for each line.

|  | Not applicable        | Not at all            | Some                  | A lot                 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| a) Students lacking prerequisite knowledge or skills -----   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Students suffering from lack of basic nutrition -----   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Students suffering from not enough sleep -----  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment) --- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) Disruptive students -----   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) Uninterested students -----   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**G17**

**For the typical student in this class, how often do you do these things?**

Check **one** circle for each line.

|  | At least once a week  | Once or twice a month | 4-6 times a year      | 1-3 times a year      | Never                 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a) Meet or talk individually with the student's parents to discuss his/her learning progress ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Send home a progress report on the student's learning -----                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



**R1**

**A. In a typical week, how much time do you spend on <language of test> language instruction and/or activities with the students?**

*Include instruction or activities in reading, writing, speaking, literature, and other language skills.*

\_\_\_\_\_ hours and \_\_\_\_\_ minutes per week  
*Write in the hours and minutes.*

**B. What proportion of the time spent on <language of test> language instruction and/or activities is spent on the following skills?**

*Write in the percentage for each.*

- a) Reading ----- %
- b) Grammar and spelling ----- %
- c) Writing composition ----- %
- d) Speaking and listening ----- %
- e) Other ----- %

**Total = 100%**

**R2**

**Regardless of whether or not you have formally scheduled time for reading instruction, in a typical week about how much time do you spend on reading instruction and/or activities with the students?**

*Include things you do across curriculum areas and during formally scheduled time for reading instruction.*

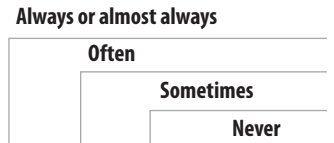
\_\_\_\_\_ hours and \_\_\_\_\_ minutes per week  
*Write in the hours and minutes.*

**Questions R3–R10 ask about reading instruction for the <fourth-grade> students in this class.**

**R3**

**When you have reading instruction and/or do reading activities, how often do you organize students in the following ways?**

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



- a) I teach reading as a whole-class activity -----  —  —  —
- b) I create same-ability groups --  —  —  —
- c) I create mixed-ability groups --  —  —  —
- d) I use individualized instruction for reading -----  —  —  —
- e) Students work independently on an assigned plan or goal ---  —  —  —
- f) Students work independently on a goal they choose themselves -----  —  —  —

**R4**

**A. How many students need <remedial> instruction in reading?**

\_\_\_\_\_ <fourth-grade> students in this class  
Write in a number.

**B. How many of the students in #R4A receive <remedial> instruction in reading?**

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

**R5**

**Is there any provision for advanced readers to receive additional or more challenging reading instruction in your school?**

Check **one** circle only.

Yes---

No---

**R6**

**When you have reading instruction and/or do reading activities with the students, how do you use the following resources?**

Check **one** circle for each line.

- |   | Basis for instruction | Supplement            | Not used              |
|---|-----------------------|-----------------------|-----------------------|
| a) Textbooks -----  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Reading series (e.g., basal readers, graded readers) -----                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Workbooks or worksheets -----  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) A variety of children's books (e.g., novels, collections of stories, nonfiction) ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) Materials from different curricular areas -----  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) Children's newspapers and/or magazines -----   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g) Computer software for reading instruction -----  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h) Reference materials (e.g., encyclopedia, dictionary) -----                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

R7

When you have reading instruction and/or do reading activities with the students, how often do you have the students read the following types of text (in print or electronically)?

Check **one** circle for each line.

Every day or almost every day

Once or twice a week

Once or twice a month

Never or almost never

**A. Literary Reading Materials**

- a) Short stories (e.g., fables, fairy tales, action stories, science fiction, detective stories) -----  —  —  —
- b) Longer fiction books with chapters -----  —  —  —
- c) Plays -----  —  —  —
- d) Other -----  —  —  —

**B. Informational Reading Materials**

- a) Nonfiction subject area books or textbooks -----  —  —  —
- b) Longer nonfiction books with chapters -----  —  —  —
- c) Nonfiction articles that describe and explain about things, people, events, or how things work -----  —  —  —

R8

When you have reading instruction and/or do reading activities with the students, how often do you do the following?

Check **one** circle for each line.

Every day or almost every day

Once or twice a week

Once or twice a month

Never or almost never

- a) Read aloud to the class -----  —  —  —
- b) Ask students to read aloud ---  —  —  —
- c) Ask students to read silently on their own -----  —  —  —
- d) Give students time to read books of their own choosing --  —  —  —
- e) Teach students strategies for decoding sounds and words --  —  —  —
- f) Teach students new vocabulary systematically -----  —  —  —
- g) Teach or model skimming or scanning strategies -----  —  —  —

R9

How often do you ask the students to do the following things to help develop reading comprehension skills or strategies?

Check **one** circle for each line.

Every day or almost every day  
Once or twice a week  
Once or twice a month  
Never or almost never

a) Locate information within the text -----  —  —  —

b) Identify the main ideas of what they have read -----  —  —  —

c) Explain or support their understanding of what they have read -----  —  —  —

d) Compare what they have read with experiences they have had -----  —  —  —

e) Compare what they have read with other things they have read -----  —  —  —

f) Make predictions about what will happen next in the text they are reading -----  —  —  —

g) Make generalizations and draw inferences based on what they have read -----  —  —  —

h) Describe the style or structure of the text they have read -----  —  —  —

i) Determine the author's perspective or intention -----  —  —  —

R10

After students have read something, how often do you ask them to do the following?

Check **one** circle for each line.

Every day or almost every day  
Once or twice a week  
Once or twice a month  
Never or almost never

a) Write something about or in response to what they have read -----  —  —  —

b) Answer oral questions about or orally summarize what they have read -----  —  —  —


c) Talk with each other about what they have read -----  —  —  —

d) Take a written quiz or test about what they have read -----  —  —  —

**R11**

**A. Do the <fourth-grade> students in the <PIRLS/TIMSS> class have computer(s) available to use during their reading lessons?**

Yes ---

No ---  

(If No, go to #R12)

**If Yes,**

**B. Do any of the computers have access to the Internet?**

Check **one** circle only.

Yes ---

No ---

**C. How often do you have students do the following computer activities during their reading lessons?**

Check **one** circle for each line.

Every day or almost every day

Once or twice a week

Once or twice a month

Never or almost never

a) Look up information -----  --  --  --

b) Read stories or other texts on the computer -----  --  --  --

c) Use instructional software to develop reading skills and strategies -----  --  --  --


d) Use the computer to write stories or other texts -----  --  --  --

**R12**

**A. Do you have a library or reading corner in your classroom?**

Check **one** circle only.

Yes ---

No ---  

(If No, go to #R13)

**If Yes,**

**B. About how many books are in your classroom library?**

Check **one** circle only.

0–25 --

26–50 --

51–100 --

More than 100 --

**C. About how many magazines with different titles are in your classroom library?**

Check **one** circle only.

0 --

1–2 --

3–5 --

More than 5 --

**D. How often do you give the students in your class time to use the classroom library or reading corner?**

Check **one** circle only.

Every day or almost every day --

Once or twice a week ---

Once or twice a month ---

Never or almost never ---

**E. Can the students borrow books from the classroom library or reading corner to take home?**

Check **one** circle only.

Yes ---

No ---

**R13**

How often do you take or send the students to a library other than your classroom library?

Check **one** circle only.


- At least once or twice a week ---
- Once or twice a month ---
- A few times a year ---
- Never or almost never ---

Questions R14–R16 ask about homework for the <fourth-grade> students in this class.

**R14**

How often do you assign reading as part of homework (for any subject)?

Check **one** circle only.

- I do not assign reading for homework ---   (Go to #R17)
- Less than once a week ---
- 1 or 2 times a week ---
- 3 or 4 times a week ---
- Every day ---

**R15**

In general, how much time do you expect students to spend on homework involving reading (for any subject) each time you assign it?

Check **one** circle only.

- 15 minutes or less ---
- 16–30 minutes ---
- 31–60 minutes ---
- More than 60 minutes ---

**R16**

How often do you do the following with the reading homework assignments for this class?

Check **one** circle for each line.

- |  |                       |                         |                       |  |
|--|-----------------------|-------------------------|-----------------------|--|
|  |                       | Always or almost always |                       |  |
|  |                       | Sometimes               |                       |  |
|  |                       | Never or almost never   |                       |  |
| a) Correct assignments and give feedback to students ----- | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> |  |
| b) Discuss the homework in class -----                     | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> |  |
| c) Monitor whether or not the homework was completed ----  | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> |  |

Questions R17–R18 ask about how you deal with reading difficulties of <fourth-grade> students in this class.

**R17** Are the following resources available to you to work with students who have difficulty with reading?

Check **one** circle for each line.

- Always                      Sometimes                      Never
- a) A specialized professional (e.g., reading specialist, speech therapist) ----- ○ — ○ — ○
- b) A teacher-aide ----- ○ — ○ — ○
- c) An adult/parent volunteer ----- ○ — ○ — ○

**R18** What do you usually do if a student begins to fall behind in reading?

Check **one** circle for each line.

- Yes                      No
- a) I have the student work with a specialized professional (e.g., reading specialist, speech therapist) ----- ○ — ○
- b) I wait to see if performance improves with maturation ----- ○ — ○
- c) I spend more time working on reading individually with that student ----- ○ — ○
- d) I ask the parents to help the student with reading ----- ○ — ○

**R19** How much emphasis do you place on the following sources to monitor students' progress in reading?

Check **one** circle for each line.

- Major emphasis                      Some emphasis                      Little or no emphasis
- a) Evaluation of students' ongoing work ----- ○ — ○ — ○
- b) Classroom tests (for example, teacher-made or textbook tests) ----- ○ — ○ — ○
- c) National or regional achievement tests ----- ○ — ○ — ○





# 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

## Teacher Questionnaire

<Grade 4>



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International Association  
for the Evaluation of  
Educational Achievement