Acknowledgments

In I.V.S. Mullis & M. O. Martin (Eds.), PIRLS 2021 Assessment Frameworks.
Acknowledgments

PIRLS is a major undertaking of IEA, and together with TIMSS (Trends in International Mathematics and Science Study), comprises the core of IEA’s regular cycle of studies. IEA has delegated responsibility for the overall direction and management of these two projects to the TIMSS & PIRLS International Study Center at Boston College. Headed by Ina V.S. Mullis and Michael O. Martin, the study center is located in the Lynch School of Education. In carrying out these two ambitious international studies, the TIMSS & PIRLS International Study Center works closely with IEA Amsterdam, IEA Hamburg, and Statistics Canada in Ottawa. Especially important is close coordination with the National Research Coordinators designated by the participating countries to be responsible for the complex tasks involved in implementing the studies in their countries. In summary, it takes extreme dedication on the part of many individuals around the world to make PIRLS a success and the work of these individuals across all of the various activities involved is greatly appreciated.

With each new assessment cycle of PIRLS, one of the most important tasks is to update the assessment frameworks. Updating the PIRLS assessment frameworks for 2021 began in September 2017, and has involved extensive input and reviews by individuals at the TIMSS & PIRLS International Study Center and IEA, as well as by the PIRLS 2021 National Research Coordinators and the two PIRLS 2021 expert committees—the PIRLS 2021 Reading Development Group and the PIRLS 2021 Questionnaire Development Group. Of all the individuals around the world that it takes to make PIRLS a success, the intention here is to specifically acknowledge some of those persons who had particular responsibility and involvement in developing and producing the PIRLS 2021 Assessment Frameworks.

PIRLS 2021 Framework Development at the TIMSS & PIRLS International Study Center at Boston College

Ina V.S. Mullis, Executive Director, TIMSS & PIRLS
Michael O. Martin, Executive Director, TIMSS & PIRLS
Pierre Foy, Director of Sampling, Psychometrics, and Data Analysis
Jenny Liu, Research Specialist, Instrument Development and Reporting
PIRLS 2021 Reading Development Group

The PIRLS Reading Development Group is a panel of internationally recognized experts in reading research, instruction, and assessment. The Reading Development Group is responsible for providing expert advice about the development of the PIRLS 2021 reading assessment, beginning with updating the reading assessment framework and then guiding assessment development.

Julian Fraillon
Australian Council for Educational Research
Australia

Jan Mejding
Aarhus University
Denmark

Liz Twist
National Foundation for Educational Research
England

Marc Colmant
Ministère de l’Éducation Nationale
France

Galina Zuckerman
Russian Academy of Education
Russian Federation

Elizabeth Pang
Ministry of Education
Singapore

Verónica Diez Girado
National Institute for Educational Assessment
Ministry of Education
Spain

Jenny Wiksten Folkeryd
Uppsala University
Sweden

Latifa Alfarasi
Ministry of Education
United Arab Emirates, Dubai

Karen Wixson
Educational Testing Service
United States
PIRLS 2021 Questionnaire Development Group

The PIRLS 2021 Questionnaire Development Group is comprised of educational policy analysis experts and PIRLS 2021 National Research Coordinators who have special responsibility for providing guidance in updating the context questionnaire framework and context questionnaires for PIRLS 2021.

Anne Matoul
Université de Liège
Belgium (French)

Hwa Wei Ko
National Central University
Chinese Taipei

Kaisa Leino
Finnish Institute for Educational Research
University of Jyväskylä
Finland

Megan Chamberlain
Ministry of Education
Educational Measurement and Assessment Team
New Zealand

Fathia Mohammed Amour Al Mawali
Ministry of Education
Oman

Surette van Staden
Centre for Evaluation and Assessment (CEA)
University of Pretoria
South Africa

Bridget Dalton
University of Colorado
United States
PIRLS 2021 National Research Coordinators

The PIRLS 2021 National Research Coordinators (NRCs) work with the PIRLS project staff in the various areas to ensure that the study is responsive to their concerns, both policy-oriented and practical, and are responsible for implementing the study in their countries. The PIRLS 2021 National Research Coordinators participated in a series of reviews of the *PIRLS 2021 Assessment Frameworks*.

**Albania**
Rezana Vrapi  
National Agency of Examinations (NAE)  
Center of Educational Cervise

**Australia**
Sue Thomson  
Australian Council for Educational Research

**Austria**
Juliane Schmich  

**Azerbaijan**
Nermina Aliyeva  
Ministry of Education

**Bahrain**
Huda Al-Awadi  
Ministry of Education

**Belgium (Flemish)**
Isabelle Erauw  
Strategic Policy Support Division Education & Training Department Flemish Government

**Belgium (French)**
Anne Matoul  
Université de Liège

**Bosnia and Herzegovina**
Zaneta Dzumhur  
Agency for Preschool, Primary and Secondary Education

**Bulgaria**
Marina Vasileva Mavrodieva  
Center for Assessment in Pre-School and School Education (CAPSE) Ministry of Education, Youth, and Science

**Canada**
Kathryn O’Grady  
Tanya Scerbina  
Council of Ministers of Education, Canada (CMEC)

**Chile**
Carolina Leyton  
Departamento de Estudios Internacionales División de Estudios Agencia de Calidad de la Educación

**Chinese Taipei**
Yu-Wen Chang  
National Taipei University of Education

**Croatia**
Ines Elezovic  
National Center for External Evaluation of Education

**Cyprus**
Yiasemina Karagiorgi  
Center of Educational Research and Evaluation Pedagogical Institute
Czech Republic
Zuzana Janotová
Czech School Inspectorate

Denmark
Jan Mejding
Katja Neubert
Aarhus University

England
Grace Grima
Pearson UK

Finland
Kaisa Leino
Finnish Institute for Educational Research
University of Jyväskylä

France
Marc Colmant
Ministère de l’Éducation Nationale

Georgia
Giorgi Tchumburidze
National Assessment and Examination Center

Germany
Nele McElvany
Institut für Schulentwicklungsforschung IFS,
Center for Research on Education and School Development
TU Dortmund University

Hong Kong
Shek Kam Tse
The University of Hong Kong

Hungary
Ildikó Balazsi
Péter Balkányi
Educational Authority
Department of Assessment and Evaluation

Iran, Islamic Republic
Abdol’azim Karimi
Organization for Educational Research and Planning

Ireland
Emer Delaney
Educational Research Centre
DCU St. Patrick’s College Campus, Dublin

Israel
Georgette Hilu
Joel Rapp
RAMA (National Authority for Measurement and Evaluation in Education)

Italy
Laura Palmerio
INVALSI (Istituto Nazionale per la Valutazione del Sistema Educativo di Istruzione e di Formazione)

Kazakhstan
Aigul Baigulova
Department of International Comparative Studies of JSC

Kosovo
Nizafete Kutllovci-Bardhi
Ministry of Education, Science and Technology of Kosovo

Kuwait
Abrar Ahmed Baqer
National Centre for Education Development

Latvia
Antra Ozola
University of Latvia
Lithuania
Ramutė Skripkienė
National Examinations Center
Research and Analysis Unit

Macao
Tang Wai Keong
Education and Youth Affairs Bureau (DSEJ)

Malta
Charles Mifsud
Centre for Literacy
University of Malta

Montenegro
Milanka Izgarevic
Examination Centre

Morocco
Mohammed Sassi
Centre National de l’Evaluation, et des Examens et de l’Orientation

The Netherlands
Joyce Gubbels
Expertisecentrum Nederlands National Language Education Center

New Zealand
Megan Chamberlain
Ministry of Education
Educational Measurement and Assessment Team

North Macedonia
Tanja Andonova Mitrevska
Bureau for Development of Education

Norway
Åse Kari Wagner
Center for Reading Research
University of Stavanger

Oman
Zuwaina Saleh Al-Maskari
Ministry of Education

Poland
Joanna Kaźmierczak
Educational Research Institute

Portugal
Vanda Lourenço
Instituto de Avaliação Educativa, I.P.
Ministry of Education and Science

Qatar
Badriya Al-Mohannadi
Ministry of Education and Higher Education

Russian Federation
Galina Sidorova
Federal Institute for the Strategy of Education Development of the Russian Academy of Education Center for Evaluating the Quality of Education

Saudi Arabia
Fahad Ibrahim Almoqhim
National Center for Assessment

Serbia
Branislav Randjelović
Institute for Education Quality and Evaluation

Singapore
Vanessa Chua
Elizabeth Pang
Foo Seau Fah
Ministry of Education

Slovak Republic
Kristína Čeverová
NUCEM (National Institute for Certified Educational Measurements)
Slovenia  
Eva Klemencic  
Educational Research Institute  
National Education Institute Slovenia

South Africa  
Surette van Staden  
Centre for Evaluation and Assessment (CEA)  
University of Pretoria

Spain  
Veronica Díez  
National Institute for Educational Assessment  
Ministry of Education

Sweden  
Cecilia Stenman  
SKOLVERKET/Swedish National Agency for Education

United Arab Emirates  
Hessa Al Wahhabi  
Shaikha Ali Al Zaabi  
Ministry of Education

United States  
Sheila Thompson  
National Center for Education Statistics  
U.S. Department of Education

Benchmarking Participants

Ontario, Canada  
Laurie McNelles  
Education Quality and Accountability Office

Québec, Canada  
Latifa Elfassihi  
Ministère de l’Éducation et de l’Enseignement Supérieur

Moscow City, Russian Federation  
Elena Zozulya  
Moscow Center for Quality of Education

Abu Dhabi, United Arab Emirates  
Nada Abu Baker Husain Ruban  
Mariam Alhaway Al Zarroni  
Ministry of Education

Dubai, United Arab Emirates  
Mariam Al Ali  
Knowledge and Human Development Authority