



1 of 3 Supplements
to PIRLS 2021
User Guide for
the International
Database

PIRLS 2021

USER GUIDE FOR THE INTERNATIONAL DATABASE

SUPPLEMENT 1

*International Versions of the PIRLS 2021
Context Questionnaires*

SUPPLEMENT 1

International Versions of the PIRLS 2021 Context Questionnaires

Overview

The PIRLS 2021 International Database includes data for all questionnaires administered as part of the PIRLS 2021 assessment. This supplement contains the international versions of the PIRLS 2021 Context Questionnaires in the following sections:

- Section 1:** Student Questionnaire
- Section 2:** Home Questionnaire (Early Learning Survey)
- Section 3:** School Questionnaire
- Section 4:** Teacher Questionnaire
- Section 5:** Curriculum Questionnaire

Each section contains an exhibit that lists detailed information for each question, followed by the international version of the questionnaire with variable names labeled in the margin. Exhibits 1 through 5 list the questions for each of the PIRLS 2021 Context Questionnaires. For each question, the exhibits provide the questionnaire number, the corresponding variable name, and the question text, as well as whether the question is considered to be “trend”—whether a comparable question was asked in 2016.

The PIRLS 2021 questionnaires were designed to provide an opportunity for individual countries to make modifications to some questions or response options. This allowed countries to include the appropriate wording or options most consistent with their own national systems. In the international version of the questionnaires, such questions contain instructions to the National Research Coordinators (NRCs) to substitute the appropriate wording for their country and/or modify or delete any inappropriate questions or options. These instructions were indicated in the questionnaires by text inserted within carets (e.g., <country-specific>). The NRCs were to substitute, if necessary, an appropriate national adaptation that would retain the same basic interpretation as the text within carets. These

national adaptations of the context questionnaires are documented in [Supplement 2](#).

The PIRLS 2021 International Database also includes data for derived variables used to report context data in the [PIRLS 2021 International Results in Reading](#) report. Procedures for deriving these variables are described in [Supplement 3](#).

SECTION 1

Student Questionnaire

Exhibit 1: International Context Variables for the PIRLS 2021 Student Questionnaire

PIRLS 2021 Question Number	PIRLS 2021 Variable Name	PIRLS 2021 Variable Description	PIRLS 2016 Variable Name	Notes
SQG-01	ASBG01	Which of these describes you?	ASBG01	Modified wording and response options in 2021
SQG-02a	ASBG02A	When were you born? Month	ASBG02A	
SQG-02b	ASBG02B	When were you born? Year	ASBG02B	Modified response options in 2021
SQG-03	ASBG03	How often do you speak <language of test> at home?	ASBG03	
SQG-04	ASBG04	About how many books are there in your home? (Do not count magazines, newspapers, or your school books.)	ASBG04	
SQG-05a	ASBG05A	Do you have any of these things at your home? A shared computer or tablet that you can use		
SQG-05b	ASBG05B	Do you have any of these things at your home? Study desk/table for your use	ASBG05B	
SQG-05c	ASBG05C	Do you have any of these things at your home? Your own room	ASBG05C	
SQG-05d	ASBG05D	Do you have any of these things at your home? Access to the internet	ASBG05D	Modified wording in 2021
SQG-05e	ASBG05E	Do you have any of these things at your home? A shared smartphone that you can use		
SQG-05f	ASBG05F	Do you have any of these things at your home? Your own computer or tablet		
SQG-05g	ASBG05G	Do you have any of these things at your home? Your own smartphone		
SQG-05h	ASBG05H	Do you have any of these things at your home? <country-specific indicator of wealth>	ASBG05E	
SQG-05i	ASBG05I	Do you have any of these things at your home? <country-specific indicator of wealth>	ASBG05F	
SQG-05j	ASBG05J	Do you have any of these things at your home? <country-specific indicator of wealth>	ASBG05G	
SQG-05k	ASBG05K	Do you have any of these things at your home? <country-specific indicator of wealth>	ASBG05H	
SQG-06	ASBG06	About how often are you absent from school?	ASBG06	Modified response options in 2021
SQG-07a	ASBG07A	How often do you feel this way when you arrive at school? I feel tired	ASBG07A	
SQG-07b	ASBG07B	How often do you feel this way when you arrive at school? I feel hungry	ASBG07B	

Exhibit 1: International Context Variables for the PIRLS 2021 Student Questionnaire

PIRLS 2021 Question Number	PIRLS 2021 Variable Name	PIRLS 2021 Variable Description	PIRLS 2016 Variable Name	Notes
SQG-08a	ASBG08A	How much time do you spend using a computer, tablet, or smartphone to do these activities for your schoolwork on a normal school day? Finding and reading information	ASBG10A	Modified wording in 2021
SQG-08b	ASBG08B	How much time do you spend using a computer, tablet, or smartphone to do these activities for your schoolwork on a normal school day? Preparing reports and presentations	ASBG10B	Modified wording in 2021
SQG-09a	ASBG09A	How much do you agree with these statements about using computers, tablets, or smartphones? I am good at using a computer or tablet	ASBE03A (ePIRLS)	Modified wording in 2021
SQG-09b	ASBG09B	How much do you agree with these statements about using computers, tablets, or smartphones? I am good at typing	ASBE03B (ePIRLS)	Modified wording in 2021
SQG-09c	ASBG09C	How much do you agree with these statements about using computers, tablets, or smartphones? It is easy for me to find information on the internet	ASBE03C (ePIRLS)	Modified wording in 2021
SQG-09d	ASBG09D	How much do you agree with these statements about using computers, tablets, or smartphones? I know how to create written stories or reports		
SQG-09e	ASBG09E	How much do you agree with these statements about using computers, tablets, or smartphones? I know how to create presentations		
SQG-09f	ASBG09F	How much do you agree with these statements about using computers, tablets, or smartphones? I can recognize a website that is useful to me		
SQG-09g	ASBG09G	How much do you agree with these statements about using computers, tablets, or smartphones? I can tell if a website is trustworthy		
SQG-09h	ASBG09H	How much do you agree with these statements about using computers, tablets, or smartphones? I know how to make and share a video		
SQG-10a	ASBG10A	What do you think about your school? Tell how much you agree with these statements. I like being in school	ASBG12A	
SQG-10b	ASBG10B	What do you think about your school? Tell how much you agree with these statements. I feel safe when I am at school	ASBG12B	
SQG-10c	ASBG10C	What do you think about your school? Tell how much you agree with these statements. I feel like I belong at this school	ASBG12C	
SQG-10d	ASBG10D	What do you think about your school? Tell how much you agree with these statements. Teachers at my school are fair to me	ASBG12D	
SQG-10e	ASBG10E	What do you think about your school? Tell how much you agree with these statements. I am proud to go to this school	ASBG12E	
SQG-10f	ASBG10F	What do you think about your school? Tell how much you agree with these statements. I have friends at this school		
SQG-11a	ASBG11A	During this year, how often have other students from your school done any of the following things to you, including through texting or the internet? Made fun of me or called me names	ASBG13A	
SQG-11b	ASBG11B	During this year, how often have other students from your school done any of the following things to you, including through texting or the internet? Left me out of their games or activities	ASBG13B	
SQG-11c	ASBG11C	During this year, how often have other students from your school done any of the following things to you, including through texting or the internet? Spread lies about me	ASBG13C	
SQG-11d	ASBG11D	During this year, how often have other students from your school done any of the following things to you, including through texting or the internet? Stole something from me	ASBG13D	

Exhibit 1: International Context Variables for the PIRLS 2021 Student Questionnaire

PIRLS 2021 Question Number	PIRLS 2021 Variable Name	PIRLS 2021 Variable Description	PIRLS 2016 Variable Name	Notes
SQG-11e	ASBG11E	During this year, how often have other students from your school done any of the following things to you, including through texting or the internet? Damaged something of mine on purpose		
SQG-11f	ASBG11F	During this year, how often have other students from your school done any of the following things to you, including through texting or the internet? Hit or hurt me (e.g., shoving, kicking, hitting)	ASBG13E	
SQG-11g	ASBG11G	During this year, how often have other students from your school done any of the following things to you, including through texting or the internet? Made me do things I didn't want to do	ASBG13F	
SQG-11h	ASBG11H	During this year, how often have other students from your school done any of the following things to you, including through texting or the internet? Sent me nasty or hurtful messages online		
SQG-11i	ASBG11I	During this year, how often have other students from your school done any of the following things to you, including through texting or the internet? Shared nasty or hurtful information about me online		
SQG-11j	ASBG11J	During this year, how often have other students from your school done any of the following things to you, including through texting or the internet? Threatened me	ASBG13H	
SQR-01a	ASBR01A	Think about the reading you do for school. How much do you agree with these statements about your reading lessons? I like what I read about in school	ASBR01A	
SQR-01b	ASBR01B	Think about the reading you do for school. How much do you agree with these statements about your reading lessons? My teacher gives me interesting things to read	ASBR01B	
SQR-01c	ASBR01C	Think about the reading you do for school. How much do you agree with these statements about your reading lessons? I know what my teacher expects me to do	ASBR01C	
SQR-01d	ASBR01D	Think about the reading you do for school. How much do you agree with these statements about your reading lessons? My teacher is easy to understand	ASBR01D	
SQR-01e	ASBR01E	Think about the reading you do for school. How much do you agree with these statements about your reading lessons? I am interested in what my teacher says	ASBR01E	
SQR-01f	ASBR01F	Think about the reading you do for school. How much do you agree with these statements about your reading lessons? My teacher encourages me to say what I think about what I have read	ASBR01F	
SQR-01g	ASBR01G	Think about the reading you do for school. How much do you agree with these statements about your reading lessons? My teacher lets me show what I have learned	ASBR01G	
SQR-01h	ASBR01H	Think about the reading you do for school. How much do you agree with these statements about your reading lessons? My teacher does a variety of things to help us learn	ASBR01H	
SQR-01i	ASBR01I	Think about the reading you do for school. How much do you agree with these statements about your reading lessons? My teacher tells me how to do better when I make a mistake	ASBR01I	
SQR-02a	ASBR02A	How often do these things happen during your <u>reading lessons</u> ? Students don't listen to what the teacher says		

Exhibit 1: International Context Variables for the PIRLS 2021 Student Questionnaire

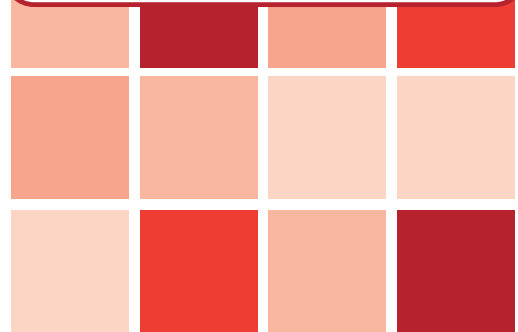
PIRLS 2021 Question Number	PIRLS 2021 Variable Name	PIRLS 2021 Variable Description	PIRLS 2016 Variable Name	Notes
SQR-02b	ASBR02B	How often do these things happen during your <u>reading lessons</u> ? There is too much noise for students to work well		
SQR-02c	ASBR02C	How often do these things happen during your <u>reading lessons</u> ? My teacher has to wait a long time for students to be quiet		
SQR-02d	ASBR02D	How often do these things happen during your <u>reading lessons</u> ? Students interrupt the teacher		
SQR-02e	ASBR02E	How often do these things happen during your <u>reading lessons</u> ? My teacher has to keep telling us to follow the classroom rules		
SQR-03a	ASBR03A	In school, how often do these things happen? I read silently on my own	ASBR02A	
SQR-03b	ASBR03B	In school, how often do these things happen? I read things that I choose myself	ASBR02B	
SQR-03c	ASBR03C	In school, how often do these things happen? My teacher asks us in class to talk about what we have read	ASBR02C	
SQR-04	ASBR04	How often do you borrow books (including ebooks) from your <school or local library>?	ASBR03	
SQR-05	ASBR05	How much time do you spend reading outside of school on a normal school day?	ASBR04	
SQR-06a	ASBR06A	How often do you do these things outside of school? I read for fun	ASBR05A	
SQR-06b	ASBR06B	How often do you do these things outside of school? I read to find out about things I want to learn	ASBR05B	
SQR-07a	ASBR07A	What do you think about reading? Tell how much you agree with each of these statements. I like talking about what I read with other people	ASBR06A	
SQR-07b	ASBR07B	What do you think about reading? Tell how much you agree with each of these statements. I would be happy if someone gave me a book as a present	ASBR06B	
SQR-07c	ASBR07C	What do you think about reading? Tell how much you agree with each of these statements. I think reading is boring	ASBR06C	
SQR-07d	ASBR07D	What do you think about reading? Tell how much you agree with each of these statements. I would like to have more time for reading	ASBR06D	
SQR-07e	ASBR07E	What do you think about reading? Tell how much you agree with each of these statements. I enjoy reading	ASBR06E	
SQR-07f	ASBR07F	What do you think about reading? Tell how much you agree with each of these statements. I learn a lot from reading	ASBR06F	
SQR-07g	ASBR07G	What do you think about reading? Tell how much you agree with each of these statements. I like to read things that make me think	ASBR06G	
SQR-07h	ASBR07H	What do you think about reading? Tell how much you agree with each of these statements. I like it when a book helps me imagine other worlds	ASBR06H	
SQR-08a	ASBR08A	How well do you read? Tell how much you agree with each of these statements. I usually do well in reading	ASBR07A	
SQR-08b	ASBR08B	How well do you read? Tell how much you agree with each of these statements. Reading is easy for me	ASBR07B	
SQR-08c	ASBR08C	How well do you read? Tell how much you agree with each of these statements. I have trouble reading stories with difficult words	ASBR07C	
SQR-08d	ASBR08D	How well do you read? Tell how much you agree with each of these statements. Reading is harder for me than for many of my classmates	ASBR07D	
SQR-08e	ASBR08E	How well do you read? Tell how much you agree with each of these statements. Reading is harder for me than any other subject	ASBR07E	

Exhibit 1: International Context Variables for the PIRLS 2021 Student Questionnaire

PIRLS 2021 Question Number	PIRLS 2021 Variable Name	PIRLS 2021 Variable Description	PIRLS 2016 Variable Name	Notes
SQR-08f	ASBR08F	How well do you read? Tell how much you agree with each of these statements. I am just not good at reading	ASBR07F	



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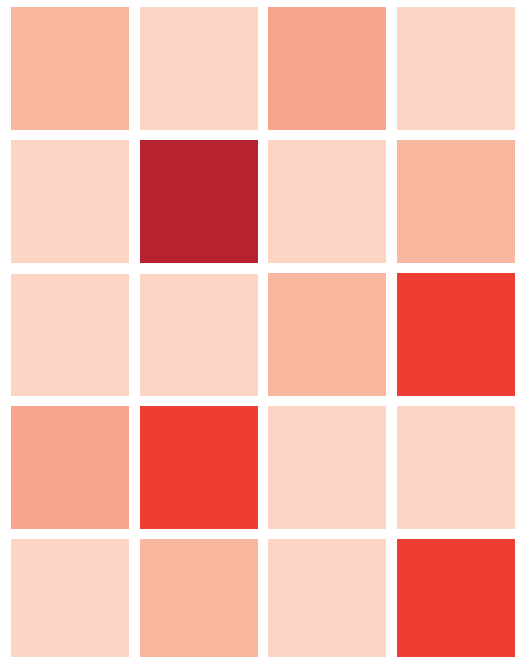
PROGRESS IN INTERNATIONAL READING LITERACY STUDY

Student Questionnaire

<Grade 4>

<PIRLS National Research Center Name>

<Address>



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TIMSS & PIRLS
International Study Center
Lynch School of Education
BOSTON COLLEGE

Directions

In this booklet, you will find questions about you and what you think. For each question, you should choose the answer you think is best.

Let us take a few minutes to practice the kinds of questions you will answer in this booklet.

Example 1 is one kind of question you will find in this booklet.

Example 1

Do you go to school?

Fill **one** circle only.

Yes -- ☐

No -- ☐

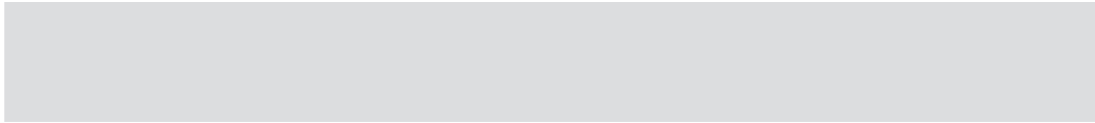
Example 2 is another kind of question you will find in this booklet.

Example 2

How often do you do these things?

Fill **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) I talk with my friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) I play sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) I ride a skateboard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Example 3 is another kind of question you will find in this booklet.

Example 3

What do you think? Tell how much you agree with these statements.

Fill **one** circle for each line.

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
a) Watching movies is fun	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) I like eating ice cream	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) I do not like waking up early	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) I enjoy doing chores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- Read each question carefully, and pick the answer you think is best.
- Fill in the circle next to or under your answer.
- If you decide to change your answer, draw an **X** through your first answer, like this: ~~☐~~. Then, fill in the circle next to or under your new answer.
- Ask for help if you do not understand something or are not sure how to answer.

About you

G1 _____

Which of these describes you?

ASBG01

Fill **one** circle only.

Girl -- ☐

Boy -- ☐

<Other> -- ☐

G2 _____

When were you born?

ASBG02A

Fill the circles next to the month and year you were born.

ASBG02B

a) Month

b) Year

January -- ☐

2008 -- ☐

February -- ☐

2009 -- ☐

March -- ☐

2010 -- ☐

April -- ☐

2011 -- ☐

May -- ☐

2012 -- ☐

June -- ☐

2013 -- ☐

July -- ☐

2014 -- ☐

August -- ☐

Other -- ☐

September -- ☐

October -- ☐

November -- ☐

December -- ☐

G3

How often do you speak <language of test> at home?

ASBG03

Fill *one* circle only.

I always speak
<language of test> at home -- ☐

I almost always speak
<language of test> at home -- ☐

I sometimes speak <language
of test> and sometimes speak
another language at home -- ☐

I never speak <language
of test> at home -- ☐

Student Questionnaire

4

G4

About how many books are there in your home? (Do not count magazines, newspapers, or your school books.)

ASBG04

Fill **one** circle only.

None or very few (0–10 books) -- ☐

This shows 10 books



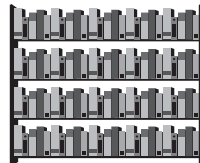
Enough to fill one shelf (11–25 books) -- ☐

This shows 25 books



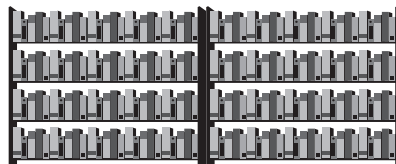
Enough to fill one bookcase
(26–100 books) -- ☐

This shows 100 books



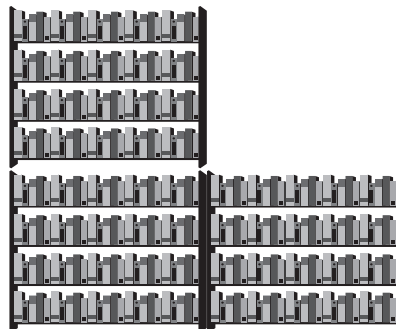
Enough to fill two bookcases
(101–200 books) -- ☐

This shows 200 books



Enough to fill three or more bookcases
(more than 200) -- ☐

This shows more than 200 books



G5

Do you have any of these things at your home?

Fill **one** circle for each line.

	Yes	No
	↓	↓
ASBG05A a) A shared computer or tablet that you can use-----	<input type="radio"/>	<input type="radio"/>
ASBG05B b) Study desk/table for your use -----	<input type="radio"/>	<input type="radio"/>
ASBG05C c) Your own room -----	<input type="radio"/>	<input type="radio"/>
ASBG05D d) Access to the internet -----	<input type="radio"/>	<input type="radio"/>
ASBG05E e) A shared smartphone that you can use -----	<input type="radio"/>	<input type="radio"/>
ASBG05F f) Your own computer or tablet -----	<input type="radio"/>	<input type="radio"/>
ASBG05G g) Your own smartphone -----	<input type="radio"/>	<input type="radio"/>
ASBG05H h) <country-specific indicator of wealth> -----	<input type="radio"/>	<input type="radio"/>
ASBG05I i) <country-specific indicator of wealth> -----	<input type="radio"/>	<input type="radio"/>
ASBG05J j) <country-specific indicator of wealth> -----	<input type="radio"/>	<input type="radio"/>
ASBG05K k) <country-specific indicator of wealth> -----	<input type="radio"/>	<input type="radio"/>

G6

About how often are you absent from school?

ASBG06

Fill **one** circle only.

- Once a week -- ☐
- Once every two weeks -- ☐
- Once a month -- ☐
- Once every two months -- ☐
- Never or almost never -- ☐

G7

How often do you feel this way when you arrive at school?

Fill **one** circle for each line.

- | | | Every
day | Almost
every day | Sometimes | Never |
|---------|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| ASBG07A | a) I feel tired | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ASBG07B | b) I feel hungry | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

G8

How much time do you spend using a computer, tablet, or smartphone to do these activities for your schoolwork on a normal school day?

Fill *one* circle for each line.

		No time	30 minutes or less	More than 30 minutes
ASBG08A	a) Finding and reading information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG08B	b) Preparing reports and presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

G9

How much do you agree with these statements about using computers, tablets, or smartphones?

Fill **one** circle for each line.

		Agree a lot	Agree a little	Disagree a little	Disagree a lot
ASBG09A	a) I am good at using a computer or tablet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG09B	b) I am good at typing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG09C	c) It is easy for me to find information on the internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG09D	d) I know how to create written stories or reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG09E	e) I know how to create presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG09F	f) I can recognize a website that is useful to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG09G	g) I can tell if a website is trustworthy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG09H	h) I know how to make and share a video	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Your school

G10

What do you think about your school? Tell how much you agree with these statements.

Fill **one** circle for each line.

		Agree a lot	Agree a little	Disagree a little	Disagree a lot
ASBG10A	a) I like being in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG10B	b) I feel safe when I am at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG10C	c) I feel like I belong at this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG10D	d) Teachers at my school are fair to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG10E	e) I am proud to go to this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG10F	f) I have friends at this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

G11

During this year, how often have other students from your school done any of the following things to you, including through texting or the internet?

Fill **one** circle for each line.

		At least once a week	Once or twice a month	A few times a year	Never
ASBG11A	a) Made fun of me or called me names	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG11B	b) Left me out of their games or activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG11C	c) Spread lies about me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG11D	d) Stole something from me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG11E	e) Damaged something of mine on purpose	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG11F	f) Hit or hurt me (e.g., shoving, hitting, kicking)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG11G	g) Made me do things I didn't want to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG11H	h) Sent me nasty or hurtful messages online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG11I	i) Shared nasty or hurtful information about me online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBG11J	j) Threatened me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Reading in school

R1

Think about the reading you do for school. How much do you agree with these statements about your reading lessons?

Fill **one** circle for each line.

		Agree a lot	Agree a little	Disagree a little	Disagree a lot
ASBR01A	a) I like what I read about in school ---	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBR01B	b) My teacher gives me interesting things to read -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBR01C	c) I know what my teacher expects me to do -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBR01D	d) My teacher is easy to understand --	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBR01E	e) I am interested in what my teacher says -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBR01F	f) My teacher encourages me to say what I think about what I have read -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBR01G	g) My teacher lets me show what I have learned-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBR01H	h) My teacher does a variety of things to help us learn -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBR01I	i) My teacher tells me how to do better when I make a mistake -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

R2

How often do these things happen during your reading lessons?

Fill **one** circle for each line.

		Every or almost every lesson	About half the lessons	Some lessons	Never
ASBR02A	a) Students don't listen to what the teacher says	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBR02B	b) There is too much noise for students to work well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBR02C	c) My teacher has to wait a long time for students to be quiet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBR02D	d) Students interrupt the teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBR02E	e) My teacher has to keep telling us to follow the classroom rules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

R3

In school, how often do these things happen?

Fill **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
ASBR03A	a) I read silently on my own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBR03B	b) I read things that I choose myself ..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBR03C	c) My teacher asks us in class to talk about what we have read	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Using the library

R4

**How often do you borrow books (including ebooks)
from your <school or local library>?**

ASBR04

*Fill **one** circle only.*

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

Reading outside of school

R5

How much time do you spend reading outside of school on a normal school day?

ASBR05

Fill **one** circle only.

Less than 30 minutes -- ☐

30 minutes up to 1 hour -- ☐

From 1 hour up to 2 hours -- ☐

2 hours or more -- ☐

R6

How often do you do these things outside of school?

Fill **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
ASBR06A	a) I read for fun	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBR06B	b) I read to find out about things I want to learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What you think about reading

R7

What do you think about reading? Tell how much you agree with each of these statements.

Fill **one** circle for each line.

		Agree a lot	Agree a little	Disagree a little	Disagree a lot
ASBR07A	a) I like talking about what I read with other people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBR07B	b) I would be happy if someone gave me a book as a present	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBR07C	c) I think reading is boring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBR07D	d) I would like to have more time for reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBR07E	e) I enjoy reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBR07F	f) I learn a lot from reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBR07G	g) I like to read things that make me think	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBR07H	h) I like it when a book helps me imagine other worlds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

R8

How well do you read? Tell how much you agree with each of these statements.

Fill **one** circle for each line.

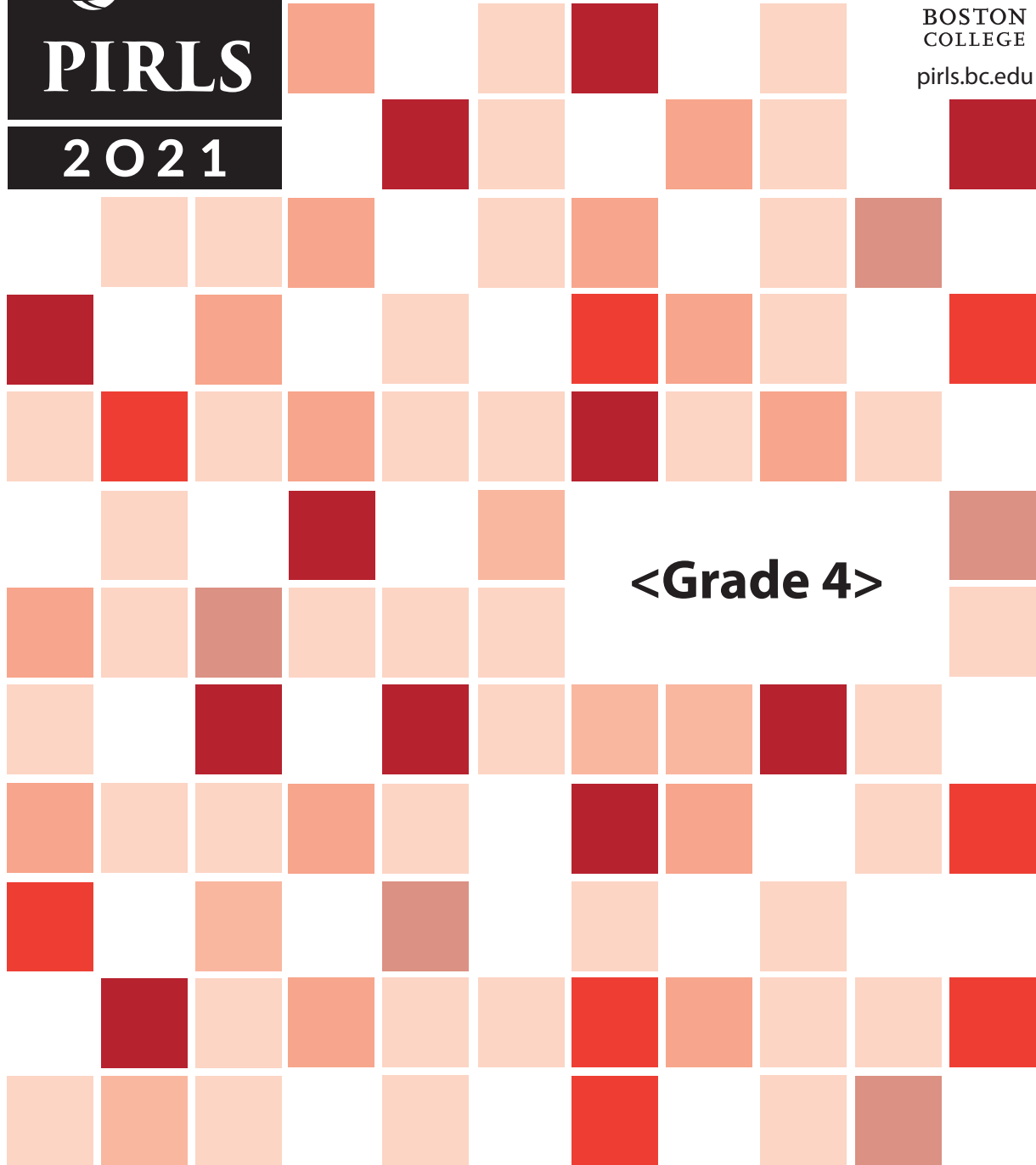
	Agree a lot	Agree a little	Disagree a little	Disagree a lot
ASBR08A a) I usually do well in reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBR08B b) Reading is easy for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBR08C c) I have trouble reading stories with difficult words	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBR08D d) Reading is harder for me than for many of my classmates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBR08E e) Reading is harder for me than any other subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBR08F f) I am just not good at reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank You!

Thank you for filling out the questionnaire!



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SECTION 2

Home Questionnaire (Early Learning Survey)

Exhibit 2: International Context Variables for the PIRLS 2021 Home Questionnaire

PIRLS 2021 Question Number	PIRLS 2021 Variable Name	PIRLS 2021 Variable Description	PIRLS 2016 Variable Name	Notes
HQ-01a	ASBH01A	Before your child began primary/elementary school, how often did you or someone else in your home do the following activities with him or her? Read books	ASBH02A	
HQ-01b	ASBH01B	Before your child began primary/elementary school, how often did you or someone else in your home do the following activities with him or her? Tell stories	ASBH02B	
HQ-01c	ASBH01C	Before your child began primary/elementary school, how often did you or someone else in your home do the following activities with him or her? Sing songs	ASBH02C	
HQ-01d	ASBH01D	Before your child began primary/elementary school, how often did you or someone else in your home do the following activities with him or her? Play with alphabet toys (e.g., blocks with letters of the alphabet)	ASBH02D	
HQ-01e	ASBH01E	Before your child began primary/elementary school, how often did you or someone else in your home do the following activities with him or her? Talk about things you had done	ASBH02E	
HQ-01f	ASBH01F	Before your child began primary/elementary school, how often did you or someone else in your home do the following activities with him or her? Talk about what you had read	ASBH02F	
HQ-01g	ASBH01G	Before your child began primary/elementary school, how often did you or someone else in your home do the following activities with him or her? Play word games	ASBH02G	
HQ-01h	ASBH01H	Before your child began primary/elementary school, how often did you or someone else in your home do the following activities with him or her? Write letters or words	ASBH02H	
HQ-01i	ASBH01I	Before your child began primary/elementary school, how often did you or someone else in your home do the following activities with him or her? Read aloud signs and labels	ASBH02I	
HQ-01j	ASBH01J	Before your child began primary/elementary school, how often did you or someone else in your home do the following activities with him or her? Say counting rhymes or sing counting songs	ASBH02J	
HQ-01k	ASBH01K	Before your child began primary/elementary school, how often did you or someone else in your home do the following activities with him or her? Play with number toys (e.g., blocks with numbers)	ASBH02K	

Exhibit 2: International Context Variables for the PIRLS 2021 Home Questionnaire

PIRLS 2021 Question Number	PIRLS 2021 Variable Name	PIRLS 2021 Variable Description	PIRLS 2016 Variable Name	Notes
HQ-01l	ASBH01L	Before your child began primary/elementary school, how often did you or someone else in your home do the following activities with him or her? Count different things	ASBH02L	
HQ-01m	ASBH01M	Before your child began primary/elementary school, how often did you or someone else in your home do the following activities with him or her? Play games involving shapes (e.g., shape sorting toys, puzzles)	ASBH02M	
HQ-01n	ASBH01N	Before your child began primary/elementary school, how often did you or someone else in your home do the following activities with him or her? Play with building blocks or construction toys	ASBH02N	
HQ-01o	ASBH01O	Before your child began primary/elementary school, how often did you or someone else in your home do the following activities with him or her? Play board or card games	ASBH02O	
HQ-01p	ASBH01P	Before your child began primary/elementary school, how often did you or someone else in your home do the following activities with him or her? Write numbers	ASBH02P	
HQ-01q	ASBH01Q	Before your child began primary/elementary school, how often did you or someone else in your home do the following activities with him or her? Draw shapes		
HQ-01r	ASBH01R	Before your child began primary/elementary school, how often did you or someone else in your home do the following activities with him or her? Measure or weigh things (e.g., when cooking)		
HQ-02A	ASBH02A	Was your child born in <country>?	ASBH03A	Modified wording in 2021
HQ-02B	ASBH02B	If No, How old was your child when he/she came to <country>?	ASBH03B	Modified wording in 2021
HQ-03a	ASBH03A	What language did your child speak before he/she began school? <language of test>	ASBH04A	
HQ-03b	ASBH03B	What language did your child speak before he/she began school? <country-specific>	ASBH04B	
HQ-03c	ASBH03C	What language did your child speak before he/she began school? <country-specific>	ASBH04C	
HQ-03d	ASBH03D	What language did your child speak before he/she began school? <country-specific>	ASBH04D	
HQ-03e	ASBH03E	What language did your child speak before he/she began school? <country-specific>	ASBH04E	
HQ-03f	ASBH03F	What language did your child speak before he/she began school? Other	ASBH04F	
HQ-04	ASBH04	How often does your child speak <language of test> at home?	ASBH17	
HQ-05Aa	ASBH05AA	Did your child attend the following before <first grade>? Early childhood educational program or center for children under age 3	ASBH05AA	
HQ-05Ab	ASBH05AB	Did your child attend the following before <first grade>? Pre-primary educational program for children age 3 or older, including <Kindergarten>	ASBH05AB	
HQ-05B	ASBH05B	Approximately, how long was your child in these programs altogether?	ASBH05B	Modified response options in 2021

Exhibit 2: International Context Variables for the PIRLS 2021 Home Questionnaire

PIRLS 2021 Question Number	PIRLS 2021 Variable Name	PIRLS 2021 Variable Description	PIRLS 2016 Variable Name	Notes
HQ-06	ASBH06	How old was your child when he/she began the <first grade> of primary/elementary school?	ASBH06	
HQ-07a	ASBH07A	How well could your child do the following when he/she began the <first grade> of primary/elementary school? Recognize most of the letters of the alphabet	ASBH07A	
HQ-07b	ASBH07B	How well could your child do the following when he/she began the <first grade> of primary/elementary school? Read some words	ASBH07B	
HQ-07c	ASBH07C	How well could your child do the following when he/she began the <first grade> of primary/elementary school? Read sentences	ASBH07C	
HQ-07d	ASBH07D	How well could your child do the following when he/she began the <first grade> of primary/elementary school? Read a story	ASBH07D	
HQ-07e	ASBH07E	How well could your child do the following when he/she began the <first grade> of primary/elementary school? Write letters of the alphabet	ASBH07E	
HQ-07f	ASBH07F	How well could your child do the following when he/she began the <first grade> of primary/elementary school? Write his/her name		
HQ-07g	ASBH07G	How well could your child do the following when he/she began the <first grade> of primary/elementary school? Write words other than his/her name		
HQ-08a	ASBH08A	What do you think of your child's school? My child's school does a good job including me in my child's education	ASBH09A	
HQ-08b	ASBH08B	What do you think of your child's school? My child's school provides a safe environment	ASBH09B	
HQ-08c	ASBH08C	What do you think of your child's school? My child's school cares about my child's progress in school	ASBH09C	
HQ-08d	ASBH08D	What do you think of your child's school? My child's school does a good job informing me of his/her progress	ASBH09D	
HQ-08e	ASBH08E	What do you think of your child's school? My child's school promotes high academic standards	ASBH09E	
HQ-08f	ASBH08F	What do you think of your child's school? My child's school does a good job in helping him/her become better in reading	ASBH09F	
HQ-09	ASBH09	In a typical week, how much time do you usually spend reading for yourself at home, including books, magazines, newspapers, and materials for work (in print or digital media)?	ASBH10	
HQ-10	ASBH10	When you are at home, how often do you read for your own enjoyment?	ASBH11	
HQ-11a	ASBH11A	Please indicate how much you agree with the following statements about reading. I read only if I have to	ASBH12A	
HQ-11b	ASBH11B	Please indicate how much you agree with the following statements about reading. I like talking about what I read with other people	ASBH12B	
HQ-11c	ASBH11C	Please indicate how much you agree with the following statements about reading. I like to spend my spare time reading	ASBH12C	
HQ-11d	ASBH11D	Please indicate how much you agree with the following statements about reading. I read only if I need information	ASBH12D	
HQ-11e	ASBH11E	Please indicate how much you agree with the following statements about reading. Reading is an important activity in my home	ASBH12E	
HQ-11f	ASBH11F	Please indicate how much you agree with the following statements about reading. I would like to have more time for reading	ASBH12F	

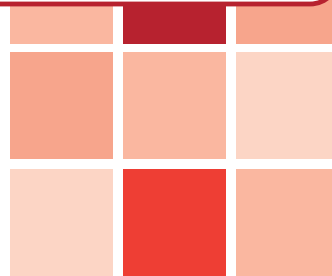
Exhibit 2: International Context Variables for the PIRLS 2021 Home Questionnaire

PIRLS 2021 Question Number	PIRLS 2021 Variable Name	PIRLS 2021 Variable Description	PIRLS 2016 Variable Name	Notes
HQ-11g	ASBH11G	Please indicate how much you agree with the following statements about reading. I enjoy reading	ASBH12G	
HQ-11h	ASBH11H	Please indicate how much you agree with the following statements about reading. Reading is one of my favorite hobbies	ASBH12H	
HQ-12	ASBH12	About how many books are there in your home? (Do not count ebooks, magazines, newspapers, or children's books.)	ASBH13	
HQ-13	ASBH13	About how many children's books are there in your home? (Do not count children's ebooks, magazines, or school books.)	ASBH14	
HQ-14a	ASBH14A	Do you have any of these things in your home? Access to the internet		
HQ-14b	ASBH14B	Do you have any of these things in your home? A computer, tablet, or e-reader		
HQ-14c	ASBH14C	Do you have any of these things in your home? A smartphone		
HQ-15a	ASBH15A	What is the highest level of education completed by the child/s <parents/guardians>? <Parent/Guardian A>	ASBH18A	Modified wording in 2021
HQ-15b	ASBH15B	What is the highest level of education completed by the child/s <parents/guardians>? <Parent/Guardian B>	ASBH18B	Modified wording in 2021
HQ-16	ASBH16	How far in his/her education do you expect your child to go?	ASBH19	
HQ-17a	ASBH17A	What kind of work do the child's <parents/guardians> do for their main jobs? <Parent/Guardian A>	ASBH20A	Modified wording in 2021
HQ-17b	ASBH17B	What kind of work do the child's <parents/guardians> do for their main jobs? <Parent/Guardian B>	ASBH20B	Modified wording in 2021
HQ-18Aa	ASBH18AA	Do the child's <parents/guardians> talk with the child in the following languages? <Parent/Guardian A> <language of test>	ASBH21AA	Modified wording in 2021
HQ-18Ab	ASBH18AB	Do the child's <parents/guardians> talk with the child in the following languages? <Parent/Guardian B> <language of test>	ASBH21AB	Modified wording in 2021
HQ-18Ba	ASBH18BA	Do the child's <parents/guardians> talk with the child in the following languages? <Parent/Guardian A> <country-specific>	ASBH21BA	Modified wording in 2021
HQ-18Bb	ASBH18BB	Do the child's <parents/guardians> talk with the child in the following languages? <Parent/Guardian B> <country-specific>	ASBH21BB	Modified wording in 2021
HQ-18Ca	ASBH18CA	Do the child's <parents/guardians> talk with the child in the following languages? <Parent/Guardian A> <country-specific>	ASBH21CA	Modified wording in 2021
HQ-18Cb	ASBH18CB	Do the child's <parents/guardians> talk with the child in the following languages? <Parent/Guardian B> <country-specific>	ASBH21CB	Modified wording in 2021
HQ-18Da	ASBH18DA	Do the child's <parents/guardians> talk with the child in the following languages? <Parent/Guardian A> <country-specific>	ASBH21DA	Modified wording in 2021
HQ-18Db	ASBH18DB	Do the child's <parents/guardians> talk with the child in the following languages? <Parent/Guardian B> <country-specific>	ASBH21DB	Modified wording in 2021
HQ-18Ea	ASBH18EA	Do the child's <parents/guardians> talk with the child in the following languages? <Parent/Guardian A> <country-specific>	ASBH21EA	Modified wording in 2021
HQ-18Eb	ASBH18EB	Do the child's <parents/guardians> talk with the child in the following languages? <Parent/Guardian B> <country-specific>	ASBH21EB	Modified wording in 2021
HQ-18Fa	ASBH18FA	Do the child's <parents/guardians> talk with the child in the following languages? <Parent/Guardian A> <Other>	ASBH21FA	Modified wording in 2021
HQ-18Fb	ASBH18FB	Do the child's <parents/guardians> talk with the child in the following languages? <Parent/Guardian B> <Other>	ASBH21FB	Modified wording in 2021
HQ-18Ga	ASBH18GA	Do the child's <parents/guardians> talk with the child in the following languages? <Parent/Guardian A> <Not applicable>	ASBH21GA	Modified wording in 2021

Exhibit 2: International Context Variables for the PIRLS 2021 Home Questionnaire

PIRLS 2021 Question Number	PIRLS 2021 Variable Name	PIRLS 2021 Variable Description	PIRLS 2016 Variable Name	Notes
HQ-18Gb	ASBH18GB	Do the child's <parents/guardians> talk with the child in the following languages? <Parent/Guardian B> <Not Applicable>	ASBH21GB	Modified wording in 2021
HQ-19	ASBH19	Did your child stay at home any time because of the COVID-19 pandemic?		
HQ-20a	ASBH20A	When your child was not in school, how did your child's school engage with your child's home-based learning? Reading assignments		
HQ-20b	ASBH20B	When your child was not in school, how did your child's school engage with your child's home-based learning? Online activities		
HQ-20c	ASBH20C	When your child was not in school, how did your child's school engage with your child's home-based learning? Printed learning materials		
HQ-21a	ASBH21A	Did you provide additional educational resources for your child during the pandemic? Books		
HQ-21b	ASBH21B	Did you provide additional educational resources for your child during the pandemic? Digital devices		
HQ-21c	ASBH21C	Did you provide additional educational resources for your child during the pandemic? Digitally-based learning activities		
HQ-21d	ASBH21D	Did you provide additional educational resources for your child during the pandemic? Online instruction or tutoring		
HQ-22	ASBH22	Do you think your child's learning progress has been adversely affected?		

Identification Label



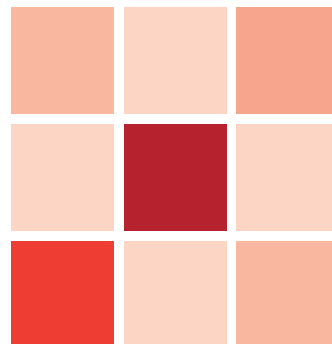
PROGRESS IN INTERNATIONAL
READING LITERACY STUDY

Early Learning Survey

<Grade 4>

<PIRLS National Research Center Name>

<Address>



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Early Learning Survey

Your child's class has been selected to participate in PIRLS (Progress in International Reading Literacy Study), a research study about how children learn to read. PIRLS 2021 is sponsored by the IEA (International Association for the Evaluation of Educational Achievement) and is being conducted in more than 60 countries around the world.

This survey asks about your child's early learning experiences. We are interested in what you and your child do together and what you think about different things related to your child's school. There are no right or wrong answers to these questions.

The information being collected will be extremely useful for helping understand how young children learn to read and for helping to improve the teaching and learning of reading for all children. We ask that you respond to all of the questions you feel comfortable answering. We would like to reassure you, however, that your responses to this survey are confidential.

This survey should be completed by the child's <parent/guardian>, or jointly by both <parents/guardians>.

PIRLS 2021

Before Your Child Began Primary/Elementary School

1

Before your child began primary/elementary school, how often did you or someone else in your home do the following activities with him or her?

Check **one** circle for each line.

		Often	Sometimes	Never or almost never
ASBH01A	a) Read books -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH01B	b) Tell stories -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH01C	c) Sing songs -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH01D	d) Play with alphabet toys (e.g., blocks with letters of the alphabet) -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH01E	e) Talk about things you had done -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH01F	f) Talk about what you had read -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH01G	g) Play word games -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH01H	h) Write letters or words -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH01I	i) Read aloud signs and labels -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH01J	j) Say counting rhymes or sing counting songs -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH01K	k) Play with number toys (e.g., blocks with numbers) -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH01L	l) Count different things -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH01M	m) Play games involving shapes (e.g., shape sorting toys, puzzles) -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH01N	n) Play with building blocks or construction toys -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH01O	o) Play board or card games -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH01P	p) Write numbers -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH01Q	q) Draw shapes -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH01R	r) Measure or weigh things (e.g., when cooking) -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1

Early Learning Survey



2

ASBH02A

A. Was your child born in <country>?

Check **one** circle only.

Yes --- ☐ (If Yes, go to #3)

No --- ☐

ASBH02B

If No,

B. How old was your child when he/she came to <country>?

Check **one** circle only.

Younger than 3 years old --- ☐

3 to 5 years old --- ☐

6 to 7 years old --- ☐

8 years old or older --- ☐

3

What language did your child speak before he/she began school?

If your child spoke more than one language check "Yes" for more than one language.

Check **one** circle for each line.

ASBH03A

a) <language of test> ----- ☐ Yes ☐ No

ASBH03B

b) <country-specific> ----- ☐ Yes ☐ No

ASBH03C

c) <country-specific> ----- ☐ Yes ☐ No

ASBH03D

d) <country-specific> ----- ☐ Yes ☐ No

ASBH03E

e) <country-specific> ----- ☐ Yes ☐ No

ASBH03F

f) Other ----- ☐ Yes ☐ No

4

ASBH04

How often does your child speak <language of test> at home?

Check **one** circle only.

Always --- ☐

Almost always --- ☐

Sometimes --- ☐

Never --- ☐



5

A. Did your child attend the following before <first grade>?

Check **one** circle for each line.

- | | | Yes | No |
|----------|--|-----------------------|-----------------------|
| ASBH05AA | a) Early childhood educational program or center for children under age 3 ----- | <input type="radio"/> | <input type="radio"/> |
| ASBH05AB | b) Pre-primary educational program for children age 3 or older, including <Kindergarten> ----- | <input type="radio"/> | <input type="radio"/> |

➔
(If No to both, go to #6)

ASBH05B

B. Approximately how long was your child in these programs altogether?

Check **one** circle only.

- Less than 1 year --- ☐
- 1 year --- ☐
- 2 years --- ☐
- 3 years --- ☐
- 4 years or more --- ☐

Beginning Primary/ Elementary School

6

ASBH06

How old was your child when he/she began the
<first grade> of primary/elementary school?

Check **one** circle only.

- 5 years old or younger --- ☐
- 6 years old --- ☐
- 7 years old --- ☐
- 8 years old or older --- ☐

7

How well could your child do the following when
he/she began the <first grade> of primary/
elementary school?

Check **one** circle for each line.

- | | | Very well | Moderately well | Not very well | Not at all |
|---------|--|-----------------------|-----------------------|-----------------------|-----------------------|
| ASBH07A | a) Recognize most of the letters of the alphabet ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ASBH07B | b) Read some words ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ASBH07C | c) Read sentences ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ASBH07D | d) Read a story ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ASBH07E | e) Write letters of the alphabet -- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ASBH07F | f) Write his/her name ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ASBH07G | g) Write words other than his/her name ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Your Child's School

8

What do you think of your child's school?

Check **one** circle for each line.

		Agree a lot	Agree a little	Disagree a little	Disagree a lot
ASBH08A	a) My child's school does a good job including me in my child's education -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH08B	b) My child's school provides a safe environment -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH08C	c) My child's school cares about my child's progress in school -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH08D	d) My child's school does a good job informing me of his/her progress -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH08E	e) My child's school promotes high academic standards -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH08F	f) My child's school does a good job in helping him/her become better in <u>reading</u> -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Literacy in the Home

ASBH09

9

In a typical week, how much time do you usually spend reading for yourself at home, including books, magazines, newspapers, and materials for work (in print or digital media)?

Check **one** circle only.

Less than one hour a week --- ☐

1–5 hours a week --- ☐

6–10 hours a week --- ☐

More than 10 hours a week --- ☐

ASBH10

10

When you are at home, how often do you read for your own enjoyment?

Check **one** circle only.

Every day or almost every day --- ☐

Once or twice a week --- ☐

Once or twice a month --- ☐

Never or almost never --- ☐

11

Please indicate how much you agree with the following statements about reading.

Check **one** circle for each line.

		Agree a lot	Agree a little	Disagree a little	Disagree a lot
ASBH11A	a) I read only if I have to -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH11B	b) I like talking about what I read with other people -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH11C	c) I like to spend my spare time reading -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH11D	d) I read only if I need information -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH11E	e) Reading is an important activity in my home -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH11F	f) I would like to have more time for reading -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH11G	g) I enjoy reading -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBH11H	h) Reading is one of my favorite hobbies -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



ASBH12 **12** **About how many books are there in your home? (Do not count ebooks, magazines, newspapers, or children's books.)**

Check **one** circle only.

- 0–10 --- ☐
- 11–25 --- ☐
- 26–100 --- ☐
- 101–200 --- ☐
- More than 200 --- ☐

ASBH13 **13** **About how many children's books are there in your home? (Do not count children's ebooks, magazines, or school books.)**

Check **one** circle only.

- 0–10 --- ☐
- 11–25 --- ☐
- 26–50 --- ☐
- 51–100 --- ☐
- More than 100 --- ☐

14 **Do you have any of these things in your home?**

Check **one** circle for each line.

- | | Yes | No |
|--|-----------------------|-----------------------|
| ASBH14A a) Access to the internet ----- | <input type="radio"/> | <input type="radio"/> |
| ASBH14B b) A computer, tablet, or e-reader ----- | <input type="radio"/> | <input type="radio"/> |
| ASBH14C c) A smartphone ----- | <input type="radio"/> | <input type="radio"/> |

Additional Information

15

What is the highest level of education **completed** by the child's <parents/guardians>? <If the child has only one parent/guardian, answer for Parent/Guardian A. If there are two parents/guardians, choose one for Parent/Guardian A and the other for Parent/Guardian B.>

ASBH15A

Check **one** circle in each column.

ASBH15B

	<Parent/ Guardian A>	<Parent/ Guardian B>
a) Did not go to school -----	<input type="radio"/>	<input type="radio"/>
b) Some <Primary education— ISCED Level 1 or Lower secondary education—ISCED Level 2> -----	<input type="radio"/>	<input type="radio"/>
c) <Lower secondary education— ISCED Level 2> -----	<input type="radio"/>	<input type="radio"/>
d) <Upper secondary education— ISCED Level 3> -----	<input type="radio"/>	<input type="radio"/>
e) <Post-secondary, non-tertiary education—ISCED Level 4> -----	<input type="radio"/>	<input type="radio"/>
f) <Short-cycle tertiary education—ISCED Level 5> -----	<input type="radio"/>	<input type="radio"/>
g) <Bachelor's or equivalent level—ISCED Level 6> -----	<input type="radio"/>	<input type="radio"/>
h) <Master's or equivalent level—ISCED Level 7> -----	<input type="radio"/>	<input type="radio"/>
i) <Doctor or equivalent level—ISCED Level 8> -----	<input type="radio"/>	<input type="radio"/>
j) Not applicable -----	<input type="radio"/>	<input type="radio"/>



16

ASBH16

How far in his/her education do you expect your child to go?

*Check **one** circle only.*

Finish <Lower secondary
education—ISCED Level 2> --- ☐

Finish <Upper secondary
education—ISCED Level 3> --- ☐

Finish <Post-secondary, non-tertiary
education—ISCED Level 4> --- ☐

Finish <Short-cycle tertiary
education—ISCED Level 5> --- ☐

Finish <Bachelor's or equivalent
level—ISCED Level 6> --- ☐

Finish <Postgraduate degree:
Master's—ISCED Level 7
or Doctor—ISCED Level 8> --- ☐



17

**What kind of work do the child's <parents/
guardians> do for their main jobs?**

For each, check the circle for the job category that best describes what he/she does (opposite page). Each category has a few examples to help you decide the correct category. If the <parent/guardian> is not working now, think about the last job that he/she had.

17 (continued)

ASBH17A

ASBH17B

Check **one** circle in each column.

	<Parent/ Guardian A>	<Parent/ Guardian B>
a) Has never worked for pay -----	<input type="radio"/>	<input type="radio"/>
b) Small Business Owner ----- Includes owners of small businesses (fewer than 25 employees) such as retail shops, services, restaurants	<input type="radio"/>	<input type="radio"/>
c) Clerical Worker ----- Includes office clerks; secretaries; data entry operators; customer service clerks	<input type="radio"/>	<input type="radio"/>
d) Service or Sales Worker ----- Includes travel attendants; restaurant service workers; personal care workers; protective service workers; junior military; salespersons; street vendors	<input type="radio"/>	<input type="radio"/>
e) Skilled Agricultural or Fishery Worker ----- Includes farmers; forestry workers; fishery workers	<input type="radio"/>	<input type="radio"/>
f) Craft or Trade Worker ----- Includes builders, carpenters, plumbers, electricians, metal workers; machine mechanics; handicraft workers	<input type="radio"/>	<input type="radio"/>
g) Plant or Machine Operator ----- Includes plant and machine operators; assembly-line operators; motor-vehicle drivers	<input type="radio"/>	<input type="radio"/>
h) General Laborers ----- Includes domestic helpers and cleaners; building caretakers; messengers, porters, and doorkeepers; farm, fishery, agricultural, and construction workers	<input type="radio"/>	<input type="radio"/>
i) Corporate Manager or Senior Official ----- Includes corporate managers such as managers of large companies (25 or more employees) or managers of departments within large companies; legislators or senior government officials; senior officials of special-interest organizations; military officers	<input type="radio"/>	<input type="radio"/>
j) Professional ----- Includes scientists; mathematicians; computer scientists; architects; engineers; life science and health professionals; teachers; legal professionals; police officers; social scientists; writers and artists; religious professionals	<input type="radio"/>	<input type="radio"/>
k) Technician or Associate Professional ----- Includes science, engineering, and computer associates and technicians; life science and health technicians and assistants; teacher aides; finance and sales associate professionals; business service agents; administrative assistants	<input type="radio"/>	<input type="radio"/>
l) Not applicable -----	<input type="radio"/>	<input type="radio"/>



18

Do the child's <parents/guardians> talk with the child in the following languages?

Check **all** that apply.

		<Parent/ Guardian A>	<Parent/ Guardian B>	
ASBH18AA	a) <language of test> -----	<input type="radio"/>	<input type="radio"/>	ASBH18AB
ASBH18BA	b) <country-specific> -----	<input type="radio"/>	<input type="radio"/>	ASBH18BB
ASBH18CA	c) <country-specific> -----	<input type="radio"/>	<input type="radio"/>	ASBH18CB
ASBH18DA	d) <country-specific> -----	<input type="radio"/>	<input type="radio"/>	ASBH18DB
ASBH18EA	e) <country-specific> -----	<input type="radio"/>	<input type="radio"/>	ASBH18EB
ASBH18FA	f) Other -----	<input type="radio"/>	<input type="radio"/>	ASBH18FB
ASBH18GA	g) Not applicable -----	<input type="radio"/>	<input type="radio"/>	ASBH18GB

COVID-19 Pandemic

19

ASBH19

Did your child stay home at any time because of the COVID-19 pandemic?

Check **one** circle only.

Yes --- ☐

No --- ☐

(If No, thank you for completing this questionnaire)

20

When your child was not in school, how did your child's school engage with your child's home-based learning?

Check **one** circle for each line.

ASBH20A

a) Reading assignments ----- ☐ Yes ☐ No

ASBH20B

b) Online activities ----- ☐ Yes ☐ No

ASBH20C

c) Printed learning materials ----- ☐ Yes ☐ No

21

Did you provide additional educational resources for your child during the pandemic?

Check **one** circle for each line.

ASBH21A

a) Books ----- ☐ Yes ☐ No

ASBH21B

b) Digital devices ----- ☐ Yes ☐ No

ASBH21C

c) Digitally-based learning activities ----- ☐ Yes ☐ No

ASBH21D

d) Online instruction or tutoring ----- ☐ Yes ☐ No

22

ASBH22

Do you think your child's learning progress has been adversely affected?

Check **one** circle only.

A lot --- ☐

Somewhat --- ☐

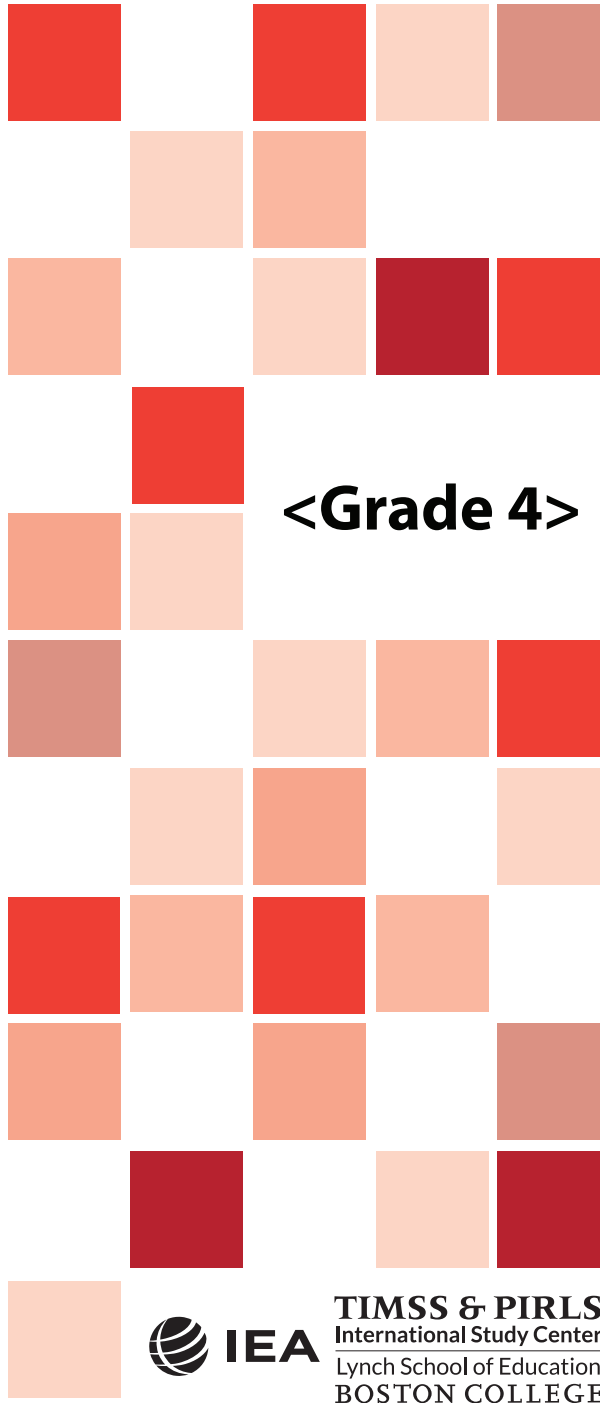
Not at all --- ☐

Thank You

Thank you for taking the time
to fill out this survey.



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COLLEGE
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SECTION 3

School Questionnaire

Exhibit 3: International Context Variables for the PIRLS 2021 School Questionnaire

PIRLS 2021 Question Number	PIRLS 2021 Variable Name	PIRLS 2021 Variable Description	PIRLS 2016 Variable Name	Notes
ScQ-01	ACBG01	What is the total enrollment of students in your school as of <first day of month PIRLS testing begins, 2021>?	ACBG01	Modified wording in 2021
ScQ-02	ACBG02	What is the enrollment of <fourth grade> students in your school as of <first day of month PIRLS testing begins, 2021>?	ACBG02	Modified wording in 2021
ScQ-03a	ACBG03A	Approximately what percentage of students in your school have the following backgrounds? Come from economically disadvantaged homes	ACBG03A	
ScQ-03b	ACBG03B	Approximately what percentage of students in your school have the following backgrounds? Come from economically affluent homes	ACBG03B	
ScQ-04	ACBG04	Approximately what percentage of students in your school have <language of test> as their native language?	ACBG04	
ScQ-05A	ACBG05A	How many people live in the city, town, or area where your school is located?	ACBG05A	
ScQ-05B	ACBG05B	Which best describes the immediate area in which your school is located?	ACBG05B	
ScQ-06a	ACBG06A	For the <fourth grade> students in your school: How many days per year is your school open for instruction?	ACBG07A	
ScQ-06b	ACBG06B	For the <fourth grade> students in your school: What is the total instructional time, excluding breaks, in a typical day? (minutes)	ACBG07B	
ScQ-06c	ACBG06C	For the <fourth grade> students in your school: In one calendar week, how many days is the school open for instruction?	ACBG07C	
ScQ-07a	ACBG07A	Does your school have a school library?	ACBG09	
ScQ-07b	ACBG07B	Approximately how many books (print) with different titles does your school library have (exclude magazines and periodicals)?	ACBG09A	Modified response options in 2021
ScQ-07c	ACBG07C	Can students borrow print or digital materials from the library to take home?	ACBG09C	Modified wording in 2021
ScQ-08	ACBG08	Does the school provide access to digital learning resources (e.g., books, videos)?		
ScQ-09	ACBG09	How many computers (including tablets) does your school have for use by <fourth grade> students?	ACBG11	
ScQ-10Aa	ACBG10AA	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of the following? General School Resources: Instructional materials (e.g., textbooks)	ACBG12AA	
ScQ-10Ab	ACBG10AB	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of the following? General School Resources: Supplies (e.g., papers, pencils, materials)	ACBG12AB	

Exhibit 3: International Context Variables for the PIRLS 2021 School Questionnaire

PIRLS 2021 Question Number	PIRLS 2021 Variable Name	PIRLS 2021 Variable Description	PIRLS 2016 Variable Name	Notes
ScQ-10Ac	ACBG10AC	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of the following? General School Resources: School buildings and grounds	ACBG12AC	
ScQ-10Ad	ACBG10AD	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of the following? General School Resources: Heating/cooling and lighting systems	ACBG12AD	
ScQ-10Ae	ACBG10AE	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of the following? General School Resources: Instructional space (e.g., classrooms)	ACBG12AE	
ScQ-10Af	ACBG10AF	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of the following? General School Resources: Technologically competent staff	ACBG12AF	
ScQ-10Ag	ACBG10AG	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of the following? General School Resources: Technology and media resources to support teaching		
ScQ-10Ah	ACBG10AH	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of the following? General School Resources: Technology and media resources to support student learning and expression		
ScQ-10Ai	ACBG10AI	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of the following? General School Resources: Resources for students with disabilities	ACBG12AI	
ScQ-10Aj	ACBG10AJ	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of the following? General School Resources: Internet connection		
ScQ-10Ba	ACBG10BA	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of the following? Resources for Reading Instruction: Teachers with a specialization in reading	ACBG12BA	
ScQ-10Bb	ACBG10BB	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of the following? Resources for Reading Instruction: Computer software/applications for reading instruction	ACBG12BB	
ScQ-10Bc	ACBG10BC	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of the following? Resources for Reading Instruction: Library resources (books, ebooks, magazines, etc.)	ACBG12BC	
ScQ-10Bd	ACBG10BD	How much is your school's capacity to provide instruction affected by a shortage or inadequacy of the following? Resources for Reading Instruction: Instructional materials for reading	ACBG12BD	
ScQ-11a	ACBG11A	How would you characterize each of the following within your school? Teachers' understanding of the school's curricular goals	ACBG13A	
ScQ-11b	ACBG11B	How would you characterize each of the following within your school? Teachers' degree of success in implementing the school's curriculum	ACBG13B	
ScQ-11c	ACBG11C	How would you characterize each of the following within your school? Teachers' expectations for student achievement	ACBG13C	
ScQ-11d	ACBG11D	How would you characterize each of the following within your school? Teachers' ability to inspire students	ACBG13D	
ScQ-11e	ACBG11E	How would you characterize each of the following within your school? Collaboration between school leadership and teachers to plan instruction	ACBG13E	Modified wording in 2021

Exhibit 3: International Context Variables for the PIRLS 2021 School Questionnaire

PIRLS 2021 Question Number	PIRLS 2021 Variable Name	PIRLS 2021 Variable Description	PIRLS 2016 Variable Name	Notes
ScQ-11f	ACBG11F	How would you characterize each of the following within your school? Parental involvement in school activities	ACBG13F	
ScQ-11g	ACBG11G	How would you characterize each of the following within your school? Parental commitment to ensure that students are ready to learn	ACBG13G	
ScQ-11h	ACBG11H	How would you characterize each of the following within your school? Parental expectations for student achievement	ACBG13H	
ScQ-11i	ACBG11I	How would you characterize each of the following within your school? Parental support for student achievement	ACBG13I	
ScQ-11j	ACBG11J	How would you characterize each of the following within your school? Students' desire to do well in school	ACBG13J	
ScQ-11k	ACBG11K	How would you characterize each of the following within your school? Students' ability to reach school's academic goals	ACBG13K	
ScQ-11l	ACBG11L	How would you characterize each of the following within your school? Students' respect for classmates who excel academically	ACBG13L	
ScQ-12a	ACBG12A	To what degree is each of the following a problem among <fourth grade> students in your school? Arriving late at school	ACBG14A	
ScQ-12b	ACBG12B	To what degree is each of the following a problem among <fourth grade> students in your school? Absenteeism (i.e., unjustified absences)	ACBG14B	
ScQ-12c	ACBG12C	To what degree is each of the following a problem among <fourth grade> students in your school? Classroom disturbance	ACBG14C	
ScQ-12d	ACBG12D	To what degree is each of the following a problem among <fourth grade> students in your school? Cheating	ACBG14D	
ScQ-12e	ACBG12E	To what degree is each of the following a problem among <fourth grade> students in your school? Profanity	ACBG14E	
ScQ-12f	ACBG12F	To what degree is each of the following a problem among <fourth grade> students in your school? Vandalism	ACBG14F	
ScQ-12g	ACBG12G	To what degree is each of the following a problem among <fourth grade> students in your school? Theft	ACBG14G	
ScQ-12h	ACBG12H	To what degree is each of the following a problem among <fourth grade> students in your school? Intimidation or verbal abuse among students (including texting, emailing, etc.)	ACBG14H	
ScQ-12i	ACBG12I	To what degree is each of the following a problem among <fourth grade> students in your school? Physical fights among students	ACBG14I	
ScQ-12j	ACBG12J	To what degree is each of the following a problem among <fourth grade> students in your school? Intimidation or verbal abuse of teachers or staff (including texting, emailing, etc.)	ACBG14J	
ScQ-13	ACBG13	About how many of the students in your school have basic literacy skills (e.g., can write letters of the alphabet, write sentences) when they begin the <first grade> or primary/elementary school?		
ScQ-14a	ACBG14A	At which grade do the following reading skills and strategies first receive a major emphasis in instruction in your school? Knowing letters of the alphabet	ACBG17A	
ScQ-14b	ACBG14B	At which grade do the following reading skills and strategies first receive a major emphasis in instruction in your school? Knowing letter-sound relationships	ACBG17B	

Exhibit 3: International Context Variables for the PIRLS 2021 School Questionnaire

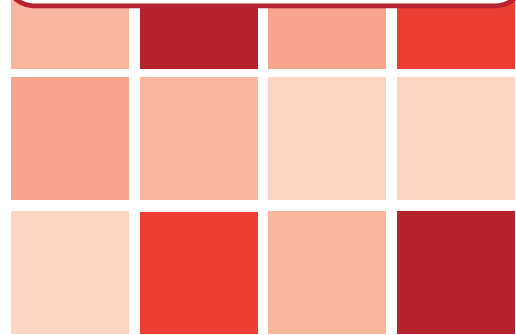
PIRLS 2021 Question Number	PIRLS 2021 Variable Name	PIRLS 2021 Variable Description	PIRLS 2016 Variable Name	Notes
ScQ-14c	ACBG14C	At which grade do the following reading skills and strategies first receive a major emphasis in instruction in your school? Reading words	ACBG17C	
ScQ-14d	ACBG14D	At which grade do the following reading skills and strategies first receive a major emphasis in instruction in your school? Reading isolated sentences	ACBG17D	
ScQ-14e	ACBG14E	At which grade do the following reading skills and strategies first receive a major emphasis in instruction in your school? Reading connected text	ACBG17E	
ScQ-14f	ACBG14F	At which grade do the following reading skills and strategies first receive a major emphasis in instruction in your school? Locating information within the text	ACBG17F	
ScQ-14g	ACBG14G	At which grade do the following reading skills and strategies first receive a major emphasis in instruction in your school? Identifying the main idea of a text	ACBG17G	
ScQ-14h	ACBG14H	At which grade do the following reading skills and strategies first receive a major emphasis in instruction in your school? Explaining or supporting understanding of a text	ACBG17H	
ScQ-14i	ACBG14I	At which grade do the following reading skills and strategies first receive a major emphasis in instruction in your school? Comparing a text with personal experience	ACBG17I	
ScQ-14j	ACBG14J	At which grade do the following reading skills and strategies first receive a major emphasis in instruction in your school? Comparing different texts	ACBG17J	
ScQ-14k	ACBG14K	At which grade do the following reading skills and strategies first receive a major emphasis in instruction in your school? Making predictions about what will happen next in a text	ACBG17K	
ScQ-14l	ACBG14L	At which grade do the following reading skills and strategies first receive a major emphasis in instruction in your school? Making generalizations and drawing inferences based on a text	ACBG17L	
ScQ-14m	ACBG14M	At which grade do the following reading skills and strategies first receive a major emphasis in instruction in your school? Evaluating and critiquing the style or structure of a text		
ScQ-14n	ACBG14N	At which grade do the following reading skills and strategies first receive a major emphasis in instruction in your school? Determining the author's perspective or intention	ACBG17N	
ScQ-15	ACBG15	By the end of this school year, how many years will you have been a principal altogether?	ACBG18	
ScQ-16	ACBG16	By the end of this school year, how many years will you have been a principal at this school?	ACBG19	
ScQ-17	ACBG17	What is the highest level of formal education you have completed?	ACBG20	
ScQ-18a	ACBG18A	Do you hold any of the following professional qualifications in educational leadership? <Certificate or license>	ACBG21A	
ScQ-18b	ACBG18B	Do you hold any of the following professional qualifications in educational leadership? <Master's or equivalent level—ISCED Level 7>	ACBG21B	

Exhibit 3: International Context Variables for the PIRLS 2021 School Questionnaire

PIRLS 2021 Question Number	PIRLS 2021 Variable Name	PIRLS 2021 Variable Description	PIRLS 2016 Variable Name	Notes
ScQ-18c	ACBG18C	Do you hold any of the following professional qualifications in educational leadership? <Doctor or equivalent level—ISCED Level 8>	ACBG21C	
ScQ-19	ACBG19	Please estimate the number of weeks during the current academic year where normal primary school operations have been affected by the COVID-19 pandemic.		
ScQ-20	ACBG20	Does your school provide remote instruction or distance learning resources for primary grades when normal school operations are affected by the COVID-19 pandemic?		
ScQ-21a	ACBG21A	When normal primary school operations are affected by the COVID-19 pandemic, does your school support remote learning through the following? Delivery of printed learning materials to students		
ScQ-21b	ACBG21B	When normal primary school operations are affected by the COVID-19 pandemic, does your school support remote learning through the following? Internet-based resources for students		
ScQ-21c	ACBG21C	When normal primary school operations are affected by the COVID-19 pandemic, does your school support remote learning through the following? Access to digital devices for students		
ScQ-21d	ACBG21D	When normal primary school operations are affected by the COVID-19 pandemic, does your school support remote learning through the following? Recommendations for teachers about how to provide online instruction		
ScQ-21e	ACBG21E	When normal primary school operations are affected by the COVID-19 pandemic, does your school support remote learning through the following? Technical support for teachers		
ScQ-21f	ACBG21F	When normal primary school operations are affected by the COVID-19 pandemic, does your school support remote learning through the following? Access to digital devices for teachers		



Identification Label



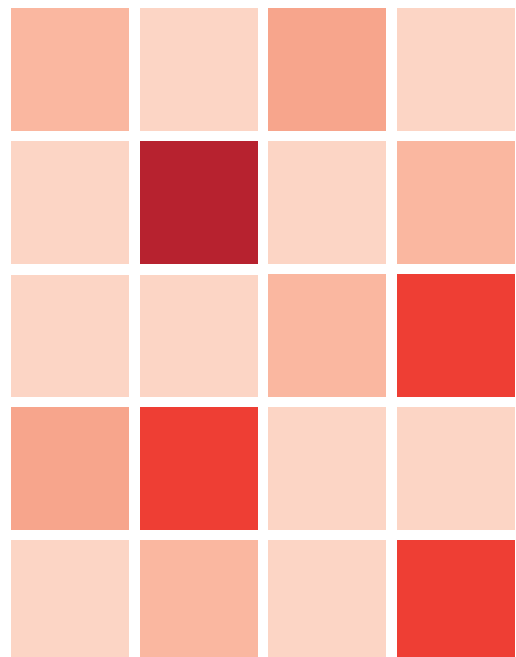
PROGRESS IN INTERNATIONAL READING LITERACY STUDY

School Questionnaire

<Grade 4>

<PIRLS National Research Center Name>

<Address>



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TIMSS & PIRLS
International Study Center
Lynch School of Education
BOSTON COLLEGE

School Questionnaire

Your school has agreed to participate in PIRLS 2021 (Progress in International Reading Literacy Study), an educational research project sponsored by the IEA (International Association for the Evaluation of Educational Achievement). PIRLS measures trends in student achievement in reading and studies differences in national education systems in more than 60 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 2021

School Enrollment and Characteristics

1

ACBG01

What is the total enrollment of students in your school as of <first day of month PIRLS testing begins, 2021>?

_____ students
Write in the number.

2

ACBG02

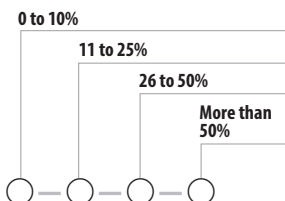
What is the enrollment of <fourth grade> students in your school as of <first day of month PIRLS testing begins, 2021>?

_____ students
Write in the number.

3

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

Check **one** circle for each line.



ACBG03A

a) Come from economically disadvantaged homes -----

☐ ☐ ☐ ☐

ACBG03B

b) Come from economically affluent homes -----

☐ ☐ ☐ ☐

4

ACBG04

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?

ACBG05A

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?

ACBG05B

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 --- ☐

Instructional Time

6

For the <fourth grade> students in your school:

ACBG06A

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

_____ days
Write in the number.

ACBG06B

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.

ACBG06C

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

A. Does your school have a school library?

ACBG07A

Check **one** circle only.

- Yes --- ☐
No --- ☐
(If No, go to #8)

If Yes,

B. Approximately how many books (print) with different titles does your school library have (exclude magazines and periodicals)?

ACBG07B

Check **one** circle only.

- 2000 books or fewer --- ☐
More than 2000 books --- ☐

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

ACBG07C

Check **one** circle only.

- Yes --- ☐
No --- ☐

8

Does your school provide students access to digital learning resources (e.g., books, videos)?

ACBG08

Check **one** circle only.

- Yes --- ☐
No --- ☐

9

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

ACBG09

_____ computers
Write in the number.

School Emphasis on Academic Success

10

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.

Not at all
A little
Some
A lot

A. General School Resources

- ACBG10AA a) Instructional materials (e.g., textbooks) -----○-----○-----○-----○
- ACBG10AB b) Supplies (e.g., papers, pencils, materials) -----○-----○-----○-----○
- ACBG10AC c) School buildings and grounds -----○-----○-----○-----○
- ACBG10AD d) Heating/cooling and lighting systems -----○-----○-----○-----○
- ACBG10AE e) Instructional space (e.g., classrooms) -----○-----○-----○-----○
- ACBG10AF f) Technologically competent staff -----○-----○-----○-----○
- ACBG10AG g) Technology and media resources to support teaching -----○-----○-----○-----○
- ACBG10AH h) Technology and media resources to support student learning and expression -----○-----○-----○-----○
- ACBG10AI i) Resources for students with learning disabilities -----○-----○-----○-----○
- ACBG10AJ j) Internet connection -----○-----○-----○-----○

B. Resources for Reading Instruction

- ACBG10BA a) Teachers with a specialization in reading -----○-----○-----○-----○
- ACBG10BB b) Computer software/applications for reading instruction -----○-----○-----○-----○
- ACBG10BC c) Library resources (books, ebooks, magazines, etc.) -----○-----○-----○-----○
- ACBG10BD d) Instructional materials for reading (e.g., reading series, textbooks) -----○-----○-----○-----○

11

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' understanding of the school's curricular goals -----○-----○-----○-----○ ACBG11A
- b) Teachers' degree of success in implementing the school's curriculum -----○-----○-----○-----○ ACBG11B
- c) Teachers' expectations for student achievement -----○-----○-----○-----○ ACBG11C
- d) Teachers' ability to inspire students -----○-----○-----○-----○ ACBG11D
- e) Collaboration between school leadership and teachers to plan instruction -----○-----○-----○-----○ ACBG11E
- f) Parental involvement in school activities -----○-----○-----○-----○ ACBG11F
- g) Parental commitment to ensure that students are ready to learn -----○-----○-----○-----○ ACBG11G
- h) Parental expectations for student achievement -----○-----○-----○-----○ ACBG11H
- i) Parental support for student achievement -----○-----○-----○-----○ ACBG11I
- j) Students' desire to do well in school -----○-----○-----○-----○ ACBG11J
- k) Students' ability to reach school's academic goals -----○-----○-----○-----○ ACBG11K
- l) Students' respect for classmates who excel academically -----○-----○-----○-----○ ACBG11L

School Discipline and Safety

12

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

- ACBG12A a) Arriving late at school ----- ○ — ○ — ○ — ○
- ACBG12B b) Absenteeism (i.e., unjustified absences) ----- ○ — ○ — ○ — ○
- ACBG12C c) Classroom disturbance ----- ○ — ○ — ○ — ○
- ACBG12D d) Cheating ----- ○ — ○ — ○ — ○
- ACBG12E e) Profanity ----- ○ — ○ — ○ — ○
- ACBG12F f) Vandalism ----- ○ — ○ — ○ — ○
- ACBG12G g) Theft ----- ○ — ○ — ○ — ○
- ACBG12H h) Intimidation or verbal abuse among students (including texting, emailing, etc.) ----- ○ — ○ — ○ — ○
- ACBG12I i) Physical fights among students ----- ○ — ○ — ○ — ○
- ACBG12J j) Intimidation or verbal abuse of teachers or staff (including texting, emailing, etc.) ----- ○ — ○ — ○ — ○

Students' Literacy Readiness

13

About how many of the students in your school have basic literacy skills (e.g., can write letters of the alphabet, write sentences) when they begin the <first grade> of primary/elementary school?

ACBG13

Check **one** circle only.

- Less than 25% --- ○
- 25 -50% --- ○
- 51 -75% --- ○
- More than 75% --- ○

Reading in Your School

14

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

- | | | | | | | |
|---------|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| ACBG14A | a) Knowing letters of the alphabet ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ACBG14B | b) Knowing letter-sound relationships ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ACBG14C | c) Reading words ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ACBG14D | d) Reading isolated sentences ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ACBG14E | e) Reading connected text ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ACBG14F | f) Locating information within the text ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ACBG14G | g) Identifying the main idea of a text ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ACBG14H | h) Explaining or supporting understanding of a text ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ACBG14I | i) Comparing a text with personal experience ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ACBG14J | j) Comparing different texts ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ACBG14K | 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"/> |
| ACBG14L | 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"/> |
| ACBG14M | m) Evaluating and critiquing the style or structure of a text ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ACBG14N | n) Determining the author's perspective or intention ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Principal Experience and Education

15

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

ACBG15

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

16

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

ACBG16

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

17

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

ACBG17

Check **one** circle only.

- Did not complete <Bachelor's or equivalent level—ISCED Level 6> --- ☐
- <Bachelor's or equivalent level—ISCED Level 6> --- ☐
- <Master's or equivalent level—ISCED Level 7> --- ☐
- <Doctor or equivalent level—ISCED Level 8> --- ☐

18

Do you hold the following qualifications or credentials in **educational leadership**?

Check **one** circle for each line.

- | | | | | |
|---|-----------------------|-----------------------|----|---------|
| | | Yes | No | |
| a) <Certificate or license> ----- | <input type="radio"/> | <input type="radio"/> | | ACBG18A |
| b) <Master's or equivalent level—ISCED Level 7> ----- | <input type="radio"/> | <input type="radio"/> | | ACBG18B |
| c) <Doctor or equivalent level—ISCED Level 8> - | <input type="radio"/> | <input type="radio"/> | | ACBG18C |

COVID-19 Pandemic

19

ACBG19

Please estimate the number of weeks during the current academic year where normal primary school operations have been affected by the COVID-19 pandemic.

Check **one** circle only.

- Normal primary school operations have not been affected by the COVID-19 pandemic --- ☐
- Less than two weeks of instruction --- ☐
- Two weeks to four weeks of instruction --- ☐
- Five weeks to eight weeks of instruction --- ☐
- More than eight weeks of instruction --- ☐

20

ACBG20

Does your school provide remote instruction or distance learning resources for primary grades when normal school operations are affected by the COVID-19 pandemic?

Check **one** circle only.

- Yes --- ☐
- No --- ☐
- Does not apply --- ☐

(If No, or Does not apply, thank you for completing this questionnaire)

21

When normal primary school operations are affected by the COVID-19 pandemic, does your school support remote learning through the following?

Check **one** circle for each line.

- | | Yes | No | |
|---|-----------------------|-----------------------|---------|
| a) Delivery of printed learning materials to students ----- | <input type="radio"/> | <input type="radio"/> | ACBG21A |
| b) Internet-based resources for students ----- | <input type="radio"/> | <input type="radio"/> | ACBG21B |
| c) Access to digital devices for students ----- | <input type="radio"/> | <input type="radio"/> | ACBG21C |
| d) Recommendations for teachers about how to provide online instruction ----- | <input type="radio"/> | <input type="radio"/> | ACBG21D |
| e) Technical support for teachers ----- | <input type="radio"/> | <input type="radio"/> | ACBG21E |
| f) Access to digital devices for teachers ----- | <input type="radio"/> | <input type="radio"/> | ACBG21F |

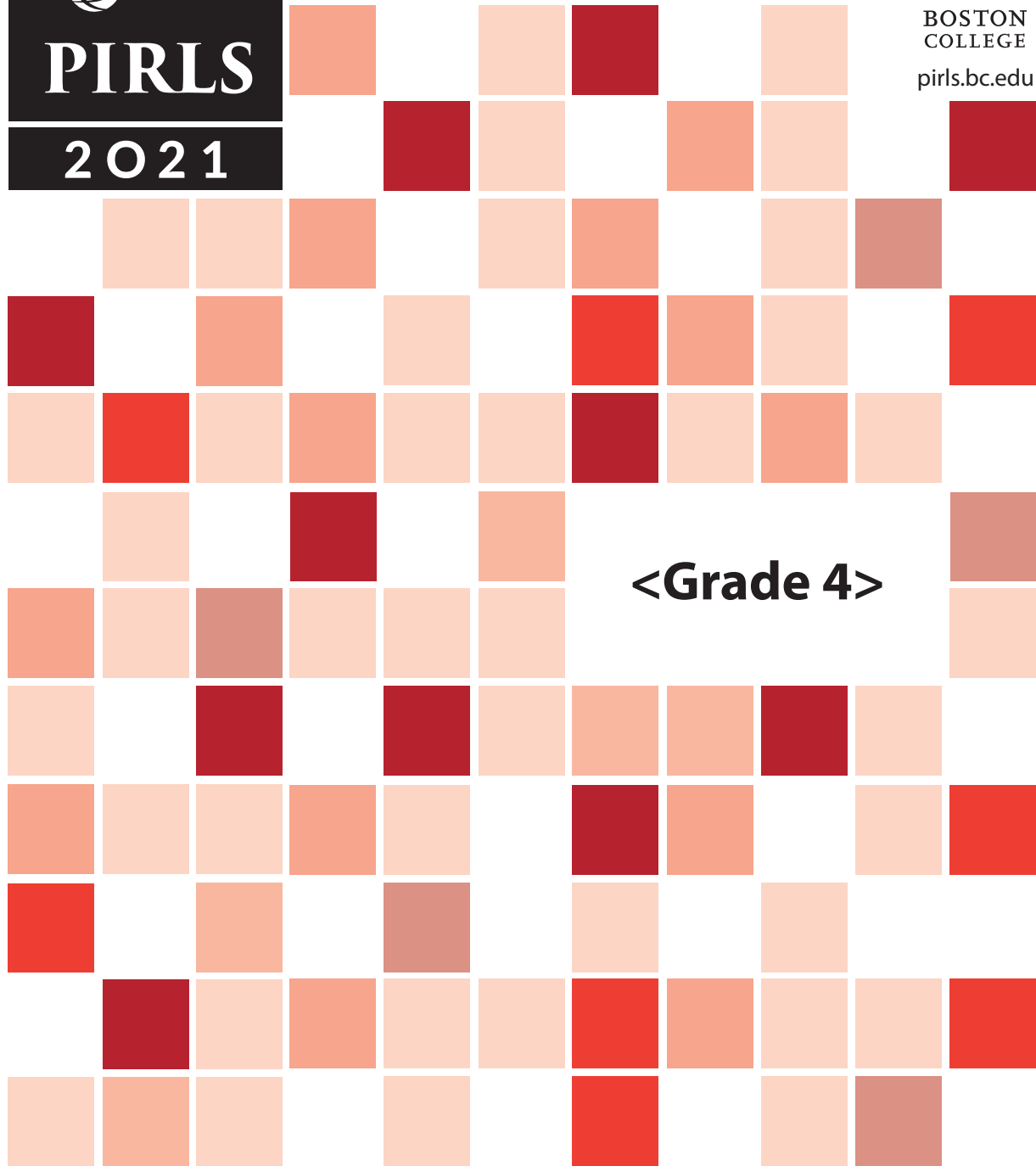
Thank You

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



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SECTION 4

Teacher Questionnaire

Exhibit 4: International Context Variables for the PIRLS 2021 Teacher Questionnaire

PIRLS 2021 Question Number	PIRLS 2021 Variable Name	PIRLS 2021 Variable Description	PIRLS 2016 Variable Name	Notes
TQG-01	ATBG01	By the end of this school year, how many years will you have been teaching altogether?	ATBG01	
TQG-02	ATBG02	Which of these describes you?	ATBG02	Modified wording and response options in 2021
TQG-03	ATBG03	How old are you?	ATBG03	
TQG-04	ATBG04	What is the highest level of formal education you have completed?	ATBG04	
TQG-05Aa	ATBG05AA	During your <post-secondary> education, what was your major or main area(s) of study? Education—Primary/Elementary	ATBG05AA	
TQG-05Ab	ATBG05AB	During your <post-secondary> education, what was your major or main area(s) of study? Education—Secondary	ATBG05AB	
TQG-05Ac	ATBG05AC	During your <post-secondary> education, what was your major or main area(s) of study? <language of test>	ATBG05AC	
TQG-05Ad	ATBG05AD	During your <post-secondary> education, what was your major or main area(s) of study? Other	ATBG05AD	
TQG-05Ba	ATBG05BA	As part of your formal education and/or training, to what extent did you study the following areas? <language of test>	ATBG05BA	
TQG-05Bb	ATBG05BB	As part of your formal education and/or training, to what extent did you study the following areas? Literature	ATBG05BB	
TQG-05Bc	ATBG05BC	As part of your formal education and/or training, to what extent did you study the following areas? Pedagogy/teaching reading	ATBG05BC	
TQG-05Bd	ATBG05BD	As part of your formal education and/or training, to what extent did you study the following areas? Educational psychology	ATBG05BD	
TQG-05Be	ATBG05BE	As part of your formal education and/or training, to what extent did you study the following areas? Learning support	ATBG05BE	Modified wording in 2021
TQG-05Bf	ATBG05BF	As part of your formal education and/or training, to what extent did you study the following areas? Reading theory	ATBG05BF	
TQG-05Bg	ATBG05BG	As part of your formal education and/or training, to what extent did you study the following areas? Special education	ATBG05BG	
TQG-05Bh	ATBG05BH	As part of your formal education and/or training, to what extent did you study the following areas? Second language learning	ATBG05BH	
TQG-05Bi	ATBG05BI	As part of your formal education and/or training, to what extent did you study the following areas? Assessment methods in reading	ATBG05BI	
TQG-05Bj	ATBG05BJ	As part of your formal education and/or training, to what extent did you study the following areas? Early childhood education	ATBG05BJ	
TQG-05Bk	ATBG05BK	As part of your formal education and/or training, to what extent did you study the following areas? Digital literacies		

Exhibit 4: International Context Variables for the PIRLS 2021 Teacher Questionnaire

PIRLS 2021 Question Number	PIRLS 2021 Variable Name	PIRLS 2021 Variable Description	PIRLS 2016 Variable Name	Notes
TQG-06	ATBG06	How often do you read for enjoyment?		
TQG-07Aa	ATBG07AA	In the past two years, have you participated in formal professional development in reading (e.g., workshops, seminars, lesson studies)? Teaching reading comprehension skills or strategies		
TQG-07Ab	ATBG07AB	In the past two years, have you participated in formal professional development in reading (e.g., workshops, seminars, lesson studies)? Integrating literacies across the curriculum		
TQG-07Ac	ATBG07AC	In the past two years, have you participated in formal professional development in reading (e.g., workshops, seminars, lesson studies)? Addressing students' language needs in teaching reading		
TQG-07Ad	ATBG07AD	In the past two years, have you participated in formal professional development in reading (e.g., workshops, seminars, lesson studies)? Integrating technology into reading instruction		
TQG-07Ae	ATBG07AE	In the past two years, have you participated in formal professional development in reading (e.g., workshops, seminars, lesson studies)? Instruction related to digital literacies		
TQG-07Af	ATBG07AF	In the past two years, have you participated in formal professional development in reading (e.g., workshops, seminars, lesson studies)? Addressing differentiation of instruction for students' needs and interests		
TQG-07Ag	ATBG07AG	In the past two years, have you participated in formal professional development in reading (e.g., workshops, seminars, lesson studies)? Assessing students' reading		
TQG-07Ba	ATBG07BA	How would you prioritize your need for future professional development? Teaching reading comprehension skills or strategies		
TQG-07Bb	ATBG07BB	How would you prioritize your need for future professional development? Integrating literacies across the curriculum		
TQG-07Bc	ATBG07BC	How would you prioritize your need for future professional development? Addressing students' language needs in teaching reading		
TQG-07Bd	ATBG07BD	How would you prioritize your need for future professional development? Integrating technology into reading instruction		
TQG-07Be	ATBG07BE	How would you prioritize your need for future professional development? Instruction related to digital literacies		
TQG-07Bf	ATBG07BF	How would you prioritize your need for future professional development? Addressing differentiation of instruction for students' needs and interests		
TQG-07Bg	ATBG07BG	How would you prioritize your need for future professional development? Assessing students' reading		
TQG-08a	ATBG08A	How helpful is each type of professional development? Workshops		
TQG-08b	ATBG08B	How helpful is each type of professional development? Seminars		
TQG-08c	ATBG08C	How helpful is each type of professional development? Access to a mentor (e.g., literacy coach)		
TQG-08d	ATBG08D	How helpful is each type of professional development? Teacher professional learning communities		
TQG-08e	ATBG08E	How helpful is each type of professional development? Online professional development		

Exhibit 4: International Context Variables for the PIRLS 2021 Teacher Questionnaire

PIRLS 2021 Question Number	PIRLS 2021 Variable Name	PIRLS 2021 Variable Description	PIRLS 2016 Variable Name	Notes
TQG-09a	ATBG09A	To what extent are each of these a disincentive to participate in professional development? Financial costs		
TQG-09b	ATBG09B	To what extent are each of these a disincentive to participate in professional development? Time conflicts		
TQG-09c	ATBG09C	To what extent are each of these a disincentive to participate in professional development? Content is not relevant		
TQG-09d	ATBG09D	To what extent are each of these a disincentive to participate in professional development? Lack of support from school administrators		
TQG-10a	ATBG10A	How would you characterize each of the following within your school? Teachers' understanding of the school's curricular goals	ATBG07A	
TQG-10b	ATBG10B	How would you characterize each of the following within your school? Teachers' degree of success in implementing the school's curriculum	ATBG07B	
TQG-10c	ATBG10C	How would you characterize each of the following within your school? Teachers' expectations for student achievement	ATBG07C	
TQG-10d	ATBG10D	How would you characterize each of the following within your school? Teachers' ability to inspire students	ATBG07D	
TQG-10e	ATBG10E	How would you characterize each of the following within your school? Collaboration between school leadership and teachers to plan instruction	ATBG07E	Modified wording in 2021
TQG-10f	ATBG10F	How would you characterize each of the following within your school? Parental involvement in school activities	ATBG07F	
TQG-10g	ATBG10G	How would you characterize each of the following within your school? Parental commitment to ensure that students are ready to learn	ATBG07G	
TQG-10h	ATBG10H	How would you characterize each of the following within your school? Parental expectations for student achievement	ATBG07H	
TQG-10i	ATBG10I	How would you characterize each of the following within your school? Parental support for student achievement	ATBG07I	
TQG-10j	ATBG10J	How would you characterize each of the following within your school? Students' desire to do well in school	ATBG07J	
TQG-10k	ATBG10K	How would you characterize each of the following within your school? Students' ability to reach school's academic goals	ATBG07K	
TQG-10l	ATBG10L	How would you characterize each of the following within your school? Students' respect for classmates who excel academically	ATBG07L	
TQG-11a	ATBG11A	Thinking about your current school, indicate the extent to which you agree or disagree with each of the following statements. This school is located in a safe neighborhood	ATBG08A	
TQG-11b	ATBG11B	Thinking about your current school, indicate the extent to which you agree or disagree with each of the following statements. I feel safe at this school	ATBG08B	
TQG-11c	ATBG11C	Thinking about your current school, indicate the extent to which you agree or disagree with each of the following statements. This school's security policies and practices are sufficient	ATBG08C	
TQG-11d	ATBG11D	Thinking about your current school, indicate the extent to which you agree or disagree with each of the following statements. The students behave in an orderly manner	ATBG08D	

Exhibit 4: International Context Variables for the PIRLS 2021 Teacher Questionnaire

PIRLS 2021 Question Number	PIRLS 2021 Variable Name	PIRLS 2021 Variable Description	PIRLS 2016 Variable Name	Notes
TQG-11e	ATBG11E	Thinking about your current school, indicate the extent to which you agree or disagree with each of the following statements. The students are respectful of the teachers	ATBG08E	
TQG-11f	ATBG11F	Thinking about your current school, indicate the extent to which you agree or disagree with each of the following statements. The students respect school property	ATBG08F	
TQG-11g	ATBG11G	Thinking about your current school, indicate the extent to which you agree or disagree with each of the following statements. This school has clear rules about student conduct	ATBG08G	
TQG-11h	ATBG11H	Thinking about your current school, indicate the extent to which you agree or disagree with each of the following statements. This school's rules are enforced in a fair and consistent manner	ATBG08H	
TQG-11i	ATBG11I	Thinking about your current school, indicate the extent to which you agree or disagree with each of the following statements. The students are respectful of each other		
TQG-12a	ATBG12A	How often do you feel the following way about being a teacher? I am content with my profession as a teacher	ATBG10A	
TQG-12b	ATBG12B	How often do you feel the following way about being a teacher? I find my work full of meaning and purpose	ATBG10B	
TQG-12c	ATBG12C	How often do you feel the following way about being a teacher? I am enthusiastic about my job	ATBG10C	
TQG-12d	ATBG12D	How often do you feel the following way about being a teacher? My work inspires me	ATBG10D	
TQG-12e	ATBG12E	How often do you feel the following way about being a teacher? I am proud of the work I do	ATBG10E	
TQG-12f	ATBG12F	How often do you feel the following way about being a teacher? I feel appreciated as a teacher		
TQR-01A	ATBR01A	How many students are in this class?	ATBR01A	
TQR-01B	ATBR01B	How many of the students in #R1A are in <fourth grade>?	ATBR01B	
TQR-02a	ATBR02A	How many <fourth grade> students experience difficulties understanding spoken <language of test>?	ATBR02	
TQR-02b	ATBR02B	How many <fourth grade> students experience difficulties in reading?	ATBR03A	Modified wording in 2021
TQR-03a	ATBR03A	In your view, to what extent do the following limit how you teach this class? Students lacking prerequisite knowledge or skills	ATBR05A	
TQR-03b	ATBR03B	In your view, to what extent do the following limit how you teach this class? Students suffering from lack of basic nutrition	ATBR05B	
TQR-03c	ATBR03C	In your view, to what extent do the following limit how you teach this class? Students suffering from not enough sleep	ATBR05C	
TQR-03d	ATBR03D	In your view, to what extent do the following limit how you teach this class? Students absent from class	ATBR05D	
TQR-03e	ATBR03E	In your view, to what extent do the following limit how you teach this class? Disruptive students	ATBR05E	
TQR-03f	ATBR03F	In your view, to what extent do the following limit how you teach this class? Uninterested students	ATBR05F	
TQR-03g	ATBR03G	In your view, to what extent do the following limit how you teach this class? Students with mental, emotional, or psychological impairment	ATBR05G	

Exhibit 4: International Context Variables for the PIRLS 2021 Teacher Questionnaire

PIRLS 2021 Question Number	PIRLS 2021 Variable Name	PIRLS 2021 Variable Description	PIRLS 2016 Variable Name	Notes
TQR-03h	ATBR03H	In your view, to what extent do the following limit how you teach this class? Students needing extra support in reading		
TQR-04	ATBR04	In a typical week, how much time do you spend on <language of test> language instruction and/or activities with the students? (minutes per week)	ATBR06	
TQR-05	ATBR05	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? (minutes per week)	ATBR07	
TQR-06a	ATBR06A	When you have reading instruction and/or do reading activities, how often do you organize students in the following ways? I teach reading as a whole-class activity	ATBR08A	
TQR-06b	ATBR06B	When you have reading instruction and/or do reading activities, how often do you organize students in the following ways? I create same-ability groups	ATBR08B	
TQR-06c	ATBR06C	When you have reading instruction and/or do reading activities, how often do you organize students in the following ways? I create mixed-ability groups	ATBR08C	
TQR-06d	ATBR06D	When you have reading instruction and/or do reading activities, how often do you organize students in the following ways? I use individualized instruction for reading	ATBR08D	
TQR-06e	ATBR06E	When you have reading instruction and/or do reading activities, how often do you organize students in the following ways? Students work independently on an assigned goal or plan	ATBR08E	
TQR-07Aa	ATBR07AA	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 digitally)? Literary Reading Materials: Short stories (e.g., fables, fairy tales, action stories, science fiction, detective stories)	ATBR09AA	
TQR-07Ab	ATBR07AB	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 digitally)? Literary Reading Materials: Longer fiction books with chapters	ATBR09AB	
TQR-07Ac	ATBR07AC	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 digitally)? Literary Reading Materials: Plays	ATBR09AC	
TQR-07Ad	ATBR07AD	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 digitally)? Literary Reading Materials: Poems/poetry		
TQR-07Ba	ATBR07BA	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 digitally)? Informational Reading Materials: Nonfiction subject area books or textbooks	ATBR09BA	

Exhibit 4: International Context Variables for the PIRLS 2021 Teacher Questionnaire

PIRLS 2021 Question Number	PIRLS 2021 Variable Name	PIRLS 2021 Variable Description	PIRLS 2016 Variable Name	Notes
TQR-07Bb	ATBR07BB	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 digitally)? Informational Reading Materials: Longer nonfiction books with chapters	ATBR09BB	
TQR-07Bc	ATBR07BC	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 digitally)? Informational Reading Materials: Nonfiction articles that describe and explain about things, people, events, or how things work (e.g., newspaper articles, brochures)	ATBR09BC	
TQR-07Bd	ATBR07BD	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 digitally)? Informational Reading Materials: Non-continuous texts (e.g., diagrams, maps, illustrations, photographs, tables)		
TQR-08a	ATBR08A	When you have reading instruction and/or do reading activities with the students, how often do you do the following? Read aloud to students	ATBR10A	
TQR-08b	ATBR08B	When you have reading instruction and/or do reading activities with the students, how often do you do the following? Ask students to read aloud	ATBR10B	
TQR-08c	ATBR08C	When you have reading instruction and/or do reading activities with the students, how often do you do the following? Ask students to read silently on their own	ATBR10C	
TQR-08d	ATBR08D	When you have reading instruction and/or do reading activities with the students, how often do you do the following? Teach students strategies for decoding sounds and words	ATBR10D	
TQR-08e	ATBR08E	When you have reading instruction and/or do reading activities with the students, how often do you do the following? Teach students new vocabulary systematically	ATBR10E	
TQR-08f	ATBR08F	When you have reading instruction and/or do reading activities with the students, how often do you do the following? Provide opportunities for students to develop fluency		
TQR-08g	ATBR08G	When you have reading instruction and/or do reading activities with the students, how often do you do the following? Teach or model skimming or scanning strategies		
TQR-08h	ATBR08G	When you have reading instruction and/or do reading activities with the students, how often do you do the following? Teach digital literacy skills (e.g., read, write, and communicate using digital tools and media)		
TQR-09a	ATBR09A	How often do you do the following in teaching reading to this class? Provide reading materials that match the students' interests	ATBR11A	
TQR-09b	ATBR09B	How often do you do the following in teaching reading to this class? Provide materials that are appropriate for the reading levels of individual students	ATBR11B	
TQR-09c	ATBR09C	How often do you do the following in teaching reading to this class? Link new content to students' prior knowledge	ATBR11C	
TQR-09d	ATBR09D	How often do you do the following in teaching reading to this class? Encourage students to develop their understandings of the text	ATBR11D	

Exhibit 4: International Context Variables for the PIRLS 2021 Teacher Questionnaire

PIRLS 2021 Question Number	PIRLS 2021 Variable Name	PIRLS 2021 Variable Description	PIRLS 2016 Variable Name	Notes
TQR-09e	ATBR09E	How often do you do the following in teaching reading to this class? Encourage student discussions of texts	ATBR11E	
TQR-09f	ATBR09F	How often do you do the following in teaching reading to this class? Encourage students to challenge the opinion expressed in the text	ATBR11F	
TQR-09g	ATBR09G	How often do you do the following in teaching reading to this class? Encourage students to read texts with multiple perspectives		
TQR-09h	ATBR09H	How often do you do the following in teaching reading to this class? Give students time to read books of their own choosing	ATBR11H	
TQR-09i	ATBR09I	How often do you do the following in teaching reading to this class? Give individualized feedback to each student	ATBR11I	
TQR-10a	ATBR10A	How often do you ask the students to do the following things to help develop reading comprehension skills or strategies? Locate information within the text	ATBR12A	
TQR-10b	ATBR10B	How often do you ask the students to do the following things to help develop reading comprehension skills or strategies? Identify the main ideas of what they have read	ATBR12B	
TQR-10c	ATBR10C	How often do you ask the students to do the following things to help develop reading comprehension skills or strategies? Explain or support their understanding with text evidence	ATBR12C	Modified wording in 2021
TQR-10d	ATBR10D	How often do you ask the students to do the following things to help develop reading comprehension skills or strategies? Compare what they have read with experiences they have had	ATBR12D	
TQR-10e	ATBR10E	How often do you ask the students to do the following things to help develop reading comprehension skills or strategies? Compare what they have read with other things they have read	ATBR12E	
TQR-10f	ATBR10F	How often do you ask the students to do the following things to help develop reading comprehension skills or strategies? Make predictions about what will happen next in the text they are reading	ATBR12F	
TQR-10g	ATBR10G	How often do you ask the students to do the following things to help develop reading comprehension skills or strategies? Make generalizations and draw inferences based on what they have read	ATBR12G	
TQR-10h	ATBR10H	How often do you ask the students to do the following things to help develop reading comprehension skills or strategies? Evaluate and critique the style or structure of the text they have read		
TQR-10i	ATBR10I	How often do you ask the students to do the following things to help develop reading comprehension skills or strategies? Determine the author's perspective or intention	ATBR12I	
TQR-10j	ATBR10J	How often do you ask the students to do the following things to help develop reading comprehension skills or strategies? Self-monitor their reading (e.g., recognize when they don't understand)		
TQR-10k	ATBR10K	How often do you ask the students to do the following things to help develop reading comprehension skills or strategies? Determine if a website is useful for a specific purpose		
TQR-10l	ATBR10L	How often do you ask the students to do the following things to help develop reading comprehension skills or strategies? Evaluate the credibility of a website		

Exhibit 4: International Context Variables for the PIRLS 2021 Teacher Questionnaire

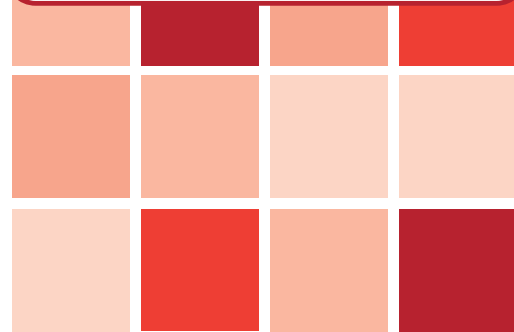
PIRLS 2021 Question Number	PIRLS 2021 Variable Name	PIRLS 2021 Variable Description	PIRLS 2016 Variable Name	Notes
TQR-11a	ATBR11A	After students have read something, how often do you ask them to do the following? Write something about or in response to what they have read	ATBR13A	
TQR-11b	ATBR11B	After students have read something, how often do you ask them to do the following? Answer oral questions about or orally summarize what they have read	ATBR13B	
TQR-11c	ATBR11C	After students have read something, how often do you ask them to do the following? Talk with each other about what they have read	ATBR13C	
TQR-11d	ATBR11D	After students have read something, how often do you ask them to do the following? Take a written quiz or test about what they have read	ATBR13D	
TQR-11e	ATBR11E	After students have read something, how often do you ask them to do the following? Create a multi-modal response (e.g., image, audio, text, video, performance)		
TQR-12A	ATBR12A	Do the students in this class ever have digital devices (desktop computers, laptops, or tablets) available to use during reading instruction?	ATBR14A	Modified wording in 2021
TQR-12Ba	ATBR12BA	What access do the students have to digital devices? The school provides each student with a digital device		
TQR-12Bb	ATBR12BB	What access do the students have to digital devices? The class has digital devices that students can share	ATBR14BB	Modified wording in 2021
TQR-12Bc	ATBR12BC	What access do the students have to digital devices? The school has digital devices that the class can use sometimes	ATBR14BC	Modified wording in 2021
TQR-12Bd	ATBR12BD	What access do the students have to digital devices? Students bring their own digital devices		
TQR-12C	ATBR12C	When doing reading activities with the whole class, how often do you have students use digital devices?		
TQR-12Da	ATBR12DA	In addition, how often do you have specific groups of students do personalized reading activities using digital devices? Low-performing students		
TQR-12Db	ATBR12DB	In addition, how often do you have specific groups of students do personalized reading activities using digital devices? High-performing students		
TQR-12Dc	ATBR12DC	In addition, how often do you have specific groups of students do personalized reading activities using digital devices? Students with special needs		
TQR-12Ea	ATBR12EA	During reading instruction, how often do you have students use digital devices to do the following? Read digital texts		
TQR-12Eb	ATBR12EB	During reading instruction, how often do you have students use digital devices to do the following? Look up facts and definitions		
TQR-12Ec	ATBR12EC	During reading instruction, how often do you have students use digital devices to do the following? Do a research project on a particular topic or problem		
TQR-12Ed	ATBR12ED	During reading instruction, how often do you have students use digital devices to do the following? Write stories or other texts		
TQR-12Ee	ATBR12EE	During reading instruction, how often do you have students use digital devices to do the following? Create a presentation or communication (e.g., video)		
TQR-13a	ATBR13A	Do you have a library or reading corner in your classroom?	ATBR15A	

Exhibit 4: International Context Variables for the PIRLS 2021 Teacher Questionnaire

PIRLS 2021 Question Number	PIRLS 2021 Variable Name	PIRLS 2021 Variable Description	PIRLS 2016 Variable Name	Notes
TQR-13b	ATBR13B	About how many books with different titles are in your classroom library?	ATBR15B	Modified wording in 2021
TQR-13c	ATBR13C	About how many magazines with different titles are in your classroom library?	ATBR15C	
TQR-13d	ATBR13D	How often do you give the students in your class time to use the classroom library or reading corner?	ATBR15D	
TQR-13e	ATBR13E	Can the students borrow books from the classroom library or reading corner to take home?	ATBR15E	
TQR-14	ATBR14	How often do you take or send the students to the <school or local library>?	ATBR16	Modified wording in 2021
TQR-15	ATBR15	How often do you assign reading as part of homework (for any subject)?	ATBR17	
TQR-16	ATBR16	In general, how much time do you expect students to spend on homework involving reading (for any subject) each time you assign it?	ATBR18	
TQR-17a	ATBR17A	How often do you do the following with the reading homework assignments for this class? Correct assignments and give feedback to students	ATBR19A	
TQR-17b	ATBR17B	How often do you do the following with the reading homework assignments for this class? Discuss the homework in class	ATBR19B	
TQR-17c	ATBR17C	How often do you do the following with the reading homework assignments for this class? Monitor whether or not the homework was completed	ATBR19C	
TQR-18a	ATBR18A	How much importance do you place on the following assessment strategies in reading? Observing students as they work		
TQR-18b	ATBR18B	How much importance do you place on the following assessment strategies in reading? Asking students to answer questions during class		
TQR-18c	ATBR18C	How much importance do you place on the following assessment strategies in reading? Short, regular written assessments (paper or digital)		
TQR-18d	ATBR18D	How much importance do you place on the following assessment strategies in reading? Longer tests (e.g., unit tests or exams)		
TQR-18e	ATBR18E	How much importance do you place on the following assessment strategies in reading? Long-term projects (e.g., reading logs)		
TQR-19	ATBR19	About how often do students in this class take reading assessments on digital devices?		



Identification Label



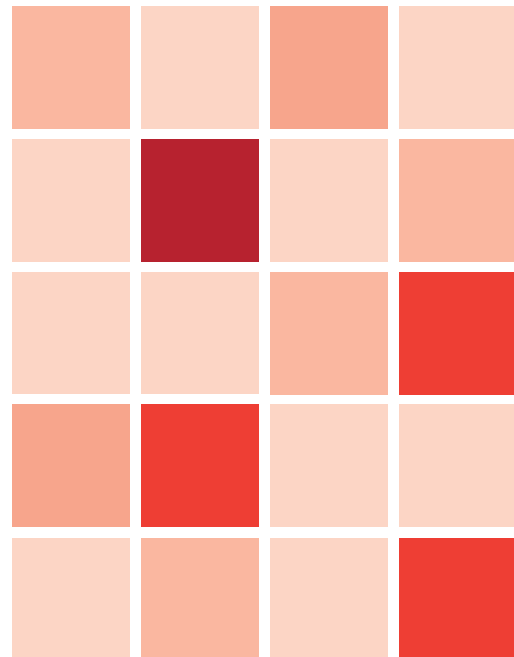
PROGRESS IN INTERNATIONAL READING LITERACY STUDY

Teacher Questionnaire

<Grade 4>

<PIRLS National Research Center Name>

<Address>



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TIMSS & PIRLS
International Study Center
Lynch School of Education
BOSTON COLLEGE

Teacher Questionnaire

Your school has agreed to participate in PIRLS 2021 (Progress in International Reading Literacy Study), an educational research project sponsored by the IEA (International Association for the Evaluation of Educational Achievement). PIRLS measures trends in student achievement in reading and studies differences in national education systems in more than 60 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 study.

It is estimated that you will need approximately 35 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 2021

About You

ATBG01

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.

ATBG02

G2

Which of these describes you?

Check **one** circle only.

- Female --- ☐
Male --- ☐
<Other> --- ☐

ATBG03

G3

How old are you?

Check **one** circle only.

- Under 25 --- ☐
25–29 --- ☐
30–39 --- ☐
40–49 --- ☐
50–59 --- ☐
60 or more --- ☐

ATBG04

G4

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

Check **one** circle only.

- Did not complete <Upper secondary education—ISCED Level 3> --- ☐
<Upper secondary education—ISCED Level 3> --- ☐
<Post-secondary, non-tertiary education—ISCED Level 4> --- ☐
<Short-cycle tertiary education—ISCED Level 5> --- ☐
<Bachelor's or equivalent level—ISCED Level 6> --- ☐
<Master's or equivalent level—ISCED Level 7> --- ☐
<Doctor or equivalent level—ISCED Level 8> --- ☐

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) <language of test> ----- | <input type="radio"/> | <input type="radio"/> |
| d) Other ----- | <input type="radio"/> | <input type="radio"/> |

ATBG05AA

ATBG05AB

ATBG05AC

ATBG05AD

B. As part of your formal education and/or training, to what extent did you study the following areas?

Check **one** circle for each line.

- | | Not at all | Overview or introduction to topic | It was an area of emphasis |
|---------------------------------------|-----------------------|-----------------------------------|----------------------------|
| a) <language of test> ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Literature ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Pedagogy/teaching reading----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) Educational psychology ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) Learning support ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) Reading theory ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g) Special education----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h) Second language learning----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i) Assessment methods in reading----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j) Early childhood education----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k) Digital literacies----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

ATBG05BA

ATBG05BB

ATBG05BC

ATBG05BD

ATBG05BE

ATBG05BF

ATBG05BG

ATBG05BH

ATBG05BI

ATBG05BJ

ATBG05BK

G6

How often do you read for enjoyment?

Check **one** circle only.

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

ATBG06

G7

A. In the past two years, have you participated in formal professional development in reading (e.g., workshops, seminars, lesson studies)?

Check **one** circle for each line.

Yes No

B. How would you prioritize your need for future professional development?

Check **one** circle for each line.

High Medium Low

ATBG07AA

a) Teaching reading comprehension skills or strategies

☐ ☐

☐ ☐

☐ ☐

ATBG07BA

ATBG07AB

b) Integrating literacies across the curriculum

☐ ☐

☐ ☐

☐ ☐

ATBG07BB

ATBG07AC

c) Addressing students' language needs in teaching reading

☐ ☐

☐ ☐

☐ ☐

ATBG07BC

ATBG07AD

d) Integrating technology into reading instruction

☐ ☐

☐ ☐

☐ ☐

ATBG07BD

ATBG07AE

e) Instruction related to digital literacies

☐ ☐

☐ ☐

☐ ☐

ATBG07BE

ATBG07AF

f) Addressing differentiation of instruction for students' needs and interests

☐ ☐

☐ ☐

☐ ☐

ATBG07BF

ATBG07AG

g) Assessing students' reading

☐ ☐

☐ ☐

☐ ☐

ATBG07BG

G8

How helpful is each type of professional development?

Check **one** circle for each line.

Helpful
Somewhat helpful
Not helpful

a) Workshops

☐ ☐ ☐

ATBG08A

b) Seminars

☐ ☐ ☐

ATBG08B

c) Access to a mentor (e.g., literacy coach)

☐ ☐ ☐

ATBG08C

d) Teacher professional learning communities

☐ ☐ ☐

ATBG08D

e) Online professional development

☐ ☐ ☐

ATBG08E

G9

To what extent are each of these a disincentive to participate in professional development?

Check **one** circle for each line.

Not at all
Some
A lot

a) Financial costs

☐ ☐ ☐

ATBG09A

b) Time conflicts

☐ ☐ ☐

ATBG09B

c) Content is not relevant

☐ ☐ ☐

ATBG09C

d) Lack of support from school administrators

☐ ☐ ☐

ATBG09D

School Emphasis on Academic Success

G10

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

Check **one** circle for each line.

Very high
High
Medium
Low
Very low

- | | | | | | | |
|---------|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| ATBG10A | a) Teachers' understanding of the school's curricular goals ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ATBG10B | b) 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"/> |
| ATBG10C | c) Teachers' expectations for student achievement ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ATBG10D | d) Teachers' ability to inspire students ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ATBG10E | e) Collaboration between school leadership and teachers to plan instruction ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ATBG10F | f) Parental involvement in school activities ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ATBG10G | g) Parental commitment to ensure that students are ready to learn ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ATBG10H | h) Parental expectations for student achievement ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ATBG10I | i) Parental support for student achievement ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ATBG10J | j) Students' desire to do well in school ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ATBG10K | k) Students' ability to reach school's academic goals ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ATBG10L | l) Students' respect for classmates who excel academically ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

School Environment

G11

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"/> | ATBG11A |
| b) I feel safe at this school ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ATBG11B |
| c) This school's security policies and practices are sufficient ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ATBG11C |
| d) The students behave in an orderly manner ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ATBG11D |
| e) The students are respectful of the teachers ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ATBG11E |
| f) The students respect school property ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ATBG11F |
| g) This school has clear rules about student conduct ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ATBG11G |
| h) This school's rules are enforced in a fair and consistent manner ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ATBG11H |
| i) The students are respectful of each other ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ATBG11I |

About Being a Teacher

G12

How often do you feel the following way about being a teacher?

Check **one** circle for each line.

Very often
Often
Sometimes
Never or almost never

- ATBG12A a) I am content with my profession as a teacher ----- ○ — ○ — ○ — ○
- ATBG12B b) I find my work full of meaning and purpose ----- ○ — ○ — ○ — ○
- ATBG12C c) I am enthusiastic about my job ----- ○ — ○ — ○ — ○
- ATBG12D d) My work inspires me ----- ○ — ○ — ○ — ○
- ATBG12E e) I am proud of the work I do ----- ○ — ○ — ○ — ○
- ATBG12F f) I feel appreciated as a teacher ----- ○ — ○ — ○ — ○

About Teaching Reading to the PIRLS Class

R1

A. How many students are in this class?

ATBR01A

_____ students
Write in the number.

B. How many of the students in #R1A are in <fourth grade>?

ATBR01B

_____ <fourth grade> students
Write in the number.

R2

A. How many <fourth grade> students experience difficulties understanding spoken <language of test>?

ATBR02A

_____ students in this class
Write in the number.

B. How many <fourth grade> students experience difficulties in reading?

ATBR02B

_____ students in this class
Write in the number.

R3

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

Check **one** circle for each line.

Not at all Some A lot

- ATBR03A a) Students lacking prerequisite knowledge or skills ----- ○ — ○ — ○
- ATBR03B b) Students suffering from lack of basic nutrition ----- ○ — ○ — ○
- ATBR03C c) Students suffering from not enough sleep ----- ○ — ○ — ○
- ATBR03D d) Students absent from class ----- ○ — ○ — ○
- ATBR03E e) Disruptive students ----- ○ — ○ — ○
- ATBR03F f) Uninterested students ----- ○ — ○ — ○
- ATBR03G g) Students with mental, emotional, or psychological impairment ----- ○ — ○ — ○
- ATBR03H h) Students needing extra support in reading ----- ○ — ○ — ○

R4

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, listening, literature, and other language skills.

_____ minutes per week

Write in the number of minutes per week.

Please convert the number of hours into minutes.

R5

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.

_____ minutes per week

Write in the number of minutes per week.

Please convert the number of hours into minutes.

R6

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.

Always or almost always Often Sometimes Never

- 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 ----- ○ — ○ — ○ — ○

ATBR05

ATBR06A

ATBR06B

ATBR06C

ATBR06D

ATBR06E

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 digitally)?

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

- ATBR07AA a) Short stories (e.g., fables, fairy tales, action stories, science fiction, detective stories) ----- ○ — ○ — ○ — ○
- ATBR07AB b) Longer fiction books with chapters ----- ○ — ○ — ○ — ○
- ATBR07AC c) Plays ----- ○ — ○ — ○ — ○
- ATBR07AD d) Poems/poetry ----- ○ — ○ — ○ — ○

B. Informational Reading Materials

- ATBR07BA a) Nonfiction subject area books or textbooks ----- ○ — ○ — ○ — ○
- ATBR07BB b) Longer nonfiction books with chapters ----- ○ — ○ — ○ — ○
- ATBR07BC c) Nonfiction articles that describe and explain about things, people, events, or how things work (e.g., newspaper articles, brochures) ----- ○ — ○ — ○ — ○
- ATBR07BD d) Non-continuous texts (e.g., diagrams, maps, illustrations, photographs, tables) ----- ○ — ○ — ○ — ○

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 students ----- ○ — ○ — ○ — ○ ATBR08A
- b) Ask students to read aloud ----- ○ — ○ — ○ — ○ ATBR08B
- c) Ask students to read silently on their own ----- ○ — ○ — ○ — ○ ATBR08C
- d) Teach students strategies for decoding sounds and words ----- ○ — ○ — ○ — ○ ATBR08D
- e) Teach students new vocabulary systematically ----- ○ — ○ — ○ — ○ ATBR08E
- f) Provide opportunities for students to develop fluency ----- ○ — ○ — ○ — ○ ATBR08F
- g) Teach or model skimming or scanning strategies ----- ○ — ○ — ○ — ○ ATBR08G
- h) Teach digital literacy skills (e.g., read, write, and communicate using digital tools and media) ----- ○ — ○ — ○ — ○ ATBR08H

R9

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

Check **one** circle for each line.

Every or almost every lesson
About half the lessons
Some lessons
Never

- ATBR09A a) Provide reading materials that match the students' interests ----- ○ — ○ — ○ — ○
- ATBR09B b) Provide materials that are appropriate for the reading levels of individual students ----- ○ — ○ — ○ — ○
- ATBR09C c) Link new content to students' prior knowledge ----- ○ — ○ — ○ — ○
- ATBR09D d) Encourage students to deepen their understandings of the text ----- ○ — ○ — ○ — ○
- ATBR09E e) Encourage student discussions of texts ----- ○ — ○ — ○ — ○
- ATBR09F f) Encourage students to challenge the opinion expressed in the text ----- ○ — ○ — ○ — ○
- ATBR09G g) Encourage students to read texts with multiple perspectives ----- ○ — ○ — ○ — ○
- ATBR09H h) Give students time to read books of their own choosing ----- ○ — ○ — ○ — ○
- ATBR09I i) Give individualized feedback to each student ----- ○ — ○ — ○ — ○

R10

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 ----- ○ — ○ — ○ — ○ ATBR10A
- b) Identify the main ideas of what they have read ----- ○ — ○ — ○ — ○ ATBR10B
- c) Explain or support their understanding with text evidence ----- ○ — ○ — ○ — ○ ATBR10C
- d) Compare what they have read with experiences they have had ----- ○ — ○ — ○ — ○ ATBR10D
- e) Compare what they have read with other things they have read ----- ○ — ○ — ○ — ○ ATBR10E
- f) Make predictions about what will happen next in the text they are reading ----- ○ — ○ — ○ — ○ ATBR10F
- g) Make generalizations and draw inferences based on what they have read ----- ○ — ○ — ○ — ○ ATBR10G
- h) Evaluate and critique the style or structure of the text they have read ----- ○ — ○ — ○ — ○ ATBR10H
- i) Determine the author's perspective or intention ----- ○ — ○ — ○ — ○ ATBR10I
- j) Self-monitor their reading (e.g., recognize when they don't understand) ----- ○ — ○ — ○ — ○ ATBR10J
- k) Determine if a website is useful for a specific purpose ----- ○ — ○ — ○ — ○ ATBR10K
- l) Evaluate the credibility of a website ----- ○ — ○ — ○ — ○ ATBR10L

Computer and Library Resources

R11

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

- ATBR11A a) Write something about or in response to what they have read ----- ○ — ○ — ○ — ○
- ATBR11B b) Answer oral questions about or orally summarize what they have read ----- ○ — ○ — ○ — ○
- ATBR11C c) Talk with each other about what they have read ----- ○ — ○ — ○ — ○
- ATBR11D d) Take a written quiz or test about what they have read ----- ○ — ○ — ○ — ○
- ATBR11E e) Create a multi-modal response (e.g., image, audio, text, video, performance) ----- ○ — ○ — ○ — ○

R12

A. Do the students in this class ever have digital devices (desktop computers, laptops, or tablets) available to use during reading instruction?

ATBR12A

Check **one** circle only.

Yes --- ○
No --- ○ —————→
(If No, go to #R13)

If Yes,

B. What access do the students have to digital devices?

Check **one** circle for each line.

- | | Yes | No |
|--|-----|----|
| a) The school provides each student with a digital device ----- | ○ | ○ |
| b) The class has digital devices that students can share ----- | ○ | ○ |
| c) The school has digital devices that the class can use sometimes ----- | ○ | ○ |
| d) Students bring their own digital devices ----- | ○ | ○ |

ATBR12BA

ATBR12BB

ATBR12BC

ATBR12BD

C. When doing reading activities with the whole class, how often do you have students use digital devices?

Check **one** circle only.

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

ATBR12C

(continued)

R12

D. In addition, how often do you have specific groups of students do personalized reading activities using digital devices?

Check **one** circle for each line.

Often
Sometimes
Never

- a) Low-performing students ----- ○ — ○ — ○
b) High-performing students ----- ○ — ○ — ○
c) Students with special needs ----- ○ — ○ — ○

E. During reading instruction, how often do you have students use digital devices 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) Read digital texts ----- ○ — ○ — ○ — ○
b) Look up facts and definitions -- ○ — ○ — ○ — ○
c) Do a research project on a particular topic or problem ---- ○ — ○ — ○ — ○
d) Write stories or other texts ---- ○ — ○ — ○ — ○
e) Create a presentation or communication (e.g., video) -- ○ — ○ — ○ — ○

ATBR12DA
ATBR12DB
ATBR12DC

ATBR12EA
ATBR12EB
ATBR12EC
ATBR12ED
ATBR12EE

R13

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

Check **one** circle only.

Yes --- ○
No --- ○ →
(If No, go to #R14)

ATBR13A

If Yes,

B. About how many books with different titles are in your classroom library?

Check **one** circle only.

0–25 --- ○
26–50 --- ○
51–100 --- ○
More than 100 --- ○

ATBR13B

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 --- ○

ATBR13C

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 --- ○

ATBR13D

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

Check **one** circle only.

Yes --- ○
No --- ○

ATBR13E

Reading Homework

ATBR14

R14

How often do you take or send the students to the <school or local 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 --- ☐

R15

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 #R18)
- Less than once a week --- ☐
- 1 or 2 times a week --- ☐
- 3 or 4 times a week --- ☐
- Every day --- ☐

ATBR15

R16

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 --- ☐

ATBR16

R17

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 ----- ☐ ☐ ☐
- b) Discuss the homework in class ----- ☐ ☐ ☐
- c) Monitor whether or not the homework was completed ----- ☐ ☐ ☐

ATBR17A

ATBR17B

ATBR17C

Assessing Reading

R18

How much importance do you place on the following assessment strategies in reading?

Check **one** circle for each line.

		A lot	Some	None
ATBR18A	a) Observing students as they work -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ATBR18B	b) Asking students to answer questions during class -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ATBR18C	c) Short, regular written assessments (paper or digital) -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ATBR18D	d) Longer tests (e.g., unit tests or exams) -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ATBR18E	e) Long-term projects (e.g., reading logs) -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

R19

ATBR19 About how often do students in this class take reading assessments on digital devices?

Check **one** circle only.

More than once a month --- ☐

Once a month --- ☐

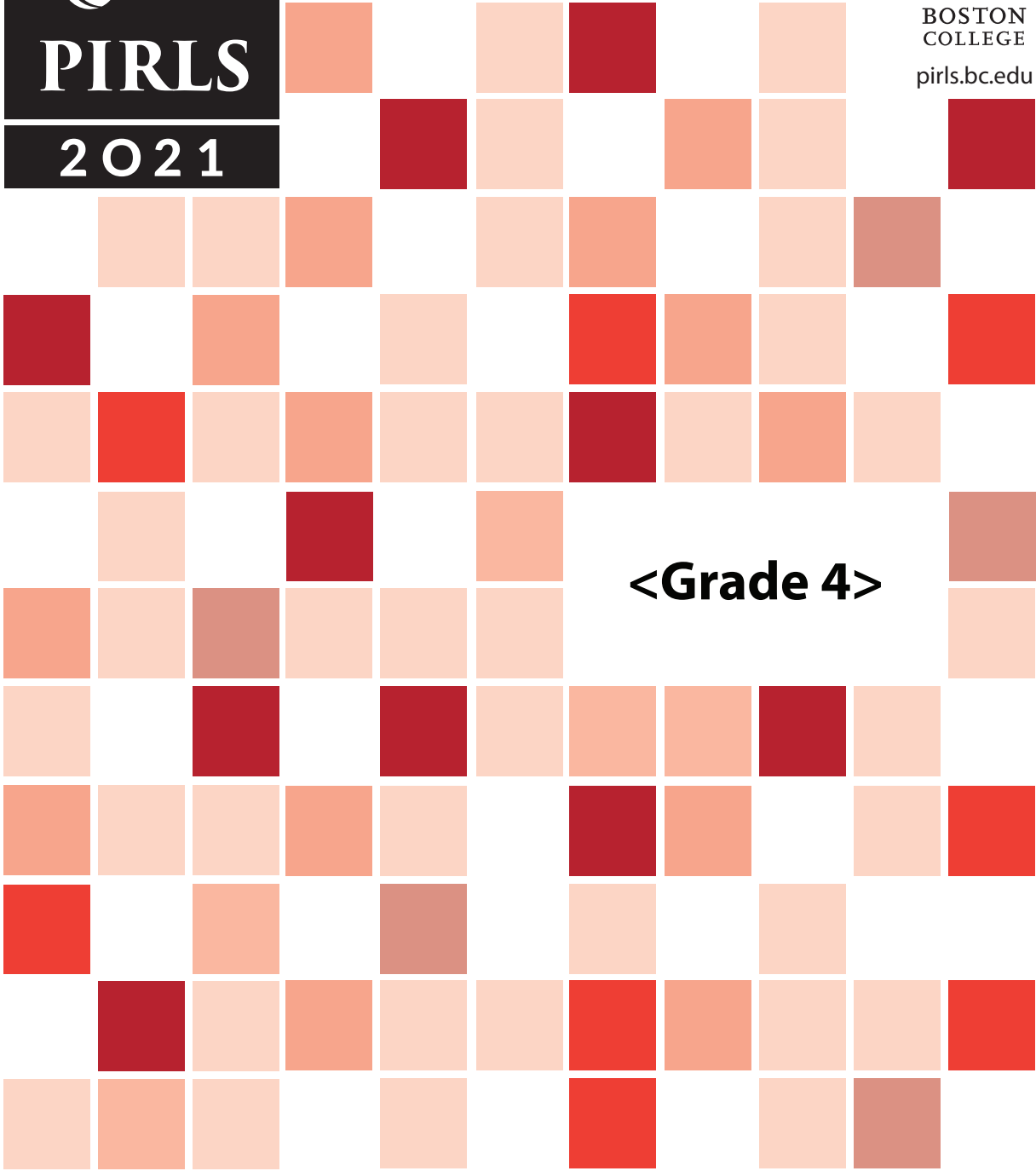
Twice a year --- ☐

Once a year --- ☐

Never --- ☐



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SECTION 5

Curriculum Questionnaire

Exhibit 5: International Context Variables for the PIRLS 2021 Curriculum Questionnaire

PIRLS 2021 Question Number	PIRLS 2021 Variable Name	PIRLS 2021 Variable Description
CQG-01	GEN01	How does your country refer to the grade(s) tested in PIRLS 2021, in English (e.g., grade 4)?
CQG-02A	GEN02A	In your country, what is the stated official policy or regulation on students' age of entry to primary school (ISCED Level 1)?
CQG-02B	GEN02B	If the official policy allows some parental discretion or choice, please describe the usual practice.
CQG-03A	GEN03A	Has the stated official policy changed in the last 10 years?
CQG-03B	GEN03B	If Yes... How did the policy change, and what is the status of implementation?
CQG-04	GEN04	What are the ages (or grades) of compulsory education in your country?
CQG-05	GEN05	Beginning with ISCED Level 1, what grades of schooling are provided to students through ISCED Level 3 (upper secondary)?
CQG-06	GEN06	Does your country have a policy on the promotion and retention of students across grades 1-4?
CQG-06T	GEN06T	Does your country have a policy on the promotion and retention of students across grades 1-4? Please describe:
CQG-07A	GEN07A	State the official language(s) and describe the major language subgroups.
CQG-07B	GEN07B	Describe the language(s) of instruction for reading in the fourth grade. For example, is reading instruction in students' native language or in a second language?
CQG-08Aa	GEN08AA	Are the following forms of early childhood education available in your country? Government-sponsored ECED programs
CQG-08Ab	GEN08AB	Are the following forms of early childhood education available in your country? Government-sponsored PPE programs
CQG-08Ac	GEN08AC	Are the following forms of early childhood education available in your country? Private ECED programs
CQG-08Ad	GEN08AD	Are the following forms of early childhood education available in your country? Private PPE programs
CQG-08Ae	GEN08AE	Are the following forms of early childhood education available in your country? Targeted ECED programs for certain subgroups (e.g., low-income families)
CQG-08Af	GEN08AF	Are the following forms of early childhood education available in your country? Targeted PPE programs for certain subgroups (e.g., low-income families)
CQG-08B	GEN08B	How many years can children attend ECED and PPE programs altogether?
CQG-08C	GEN08C	If your country has an integrated or unitary system of early childhood education (i.e., is not formally divided into ECED and PPE), please describe:
CQG-08T	GEN08T	Comments:
CQG-09Aa	GEN09AA	Does your country have national curriculum guidance documents for ECED or PPE programs? ECED programs for children under age 3
CQG-09Ab	GEN09AB	Does your country have national curriculum guidance documents for ECED or PPE programs? PPE programs for children age 3 or older

Exhibit 5: International Context Variables for the PIRLS 2021 Curriculum Questionnaire

PIRLS 2021 Question Number	PIRLS 2021 Variable Name	PIRLS 2021 Variable Description
CQG-09BaA	GEN09BAA	If Yes... Do the curriculum guidance documents cover any of the following topic areas? (ECED) Socio-emotional development
CQG-09BbA	GEN09BBA	If Yes... Do the curriculum guidance documents cover any of the following topic areas? (ECED) Physical development and health education
CQG-09BcA	GEN09BCA	If Yes... Do the curriculum guidance documents cover any of the following topic areas? (ECED) Oral language development and communication skills
CQG-09BdA	GEN09BDA	If Yes... Do the curriculum guidance documents cover any of the following topic areas? (ECED) Reading and literacy skills
CQG-09BeA	GEN09BEA	If Yes... Do the curriculum guidance documents cover any of the following topic areas? (ECED) Mathematics and numeracy skills
CQG-09BfA	GEN09BFA	If Yes... Do the curriculum guidance documents cover any of the following topic areas? (ECED) Science including understanding the natural world (e.g., weather)
CQG-09BgA	GEN09BGA	If Yes... Do the curriculum guidance documents cover any of the following topic areas? (ECED) Other
CQG-09BaB	GEN09BAB	If Yes... Do the curriculum guidance documents cover any of the following topic areas? (PPE) Socio-emotional development
CQG-09BbB	GEN09BBB	If Yes... Do the curriculum guidance documents cover any of the following topic areas? (PPE) Physical development and health education
CQG-09BcB	GEN09BCB	If Yes... Do the curriculum guidance documents cover any of the following topic areas? (PPE) Oral language development and communication skills
CQG-09BdB	GEN09BDB	If Yes... Do the curriculum guidance documents cover any of the following topic areas? (PPE) Reading and literacy skills
CQG-09BeB	GEN09BEB	If Yes... Do the curriculum guidance documents cover any of the following topic areas? (PPE) Mathematics and numeracy skills
CQG-09BfB	GEN09BFB	If Yes... Do the curriculum guidance documents cover any of the following topic areas? (PPE) Science including understanding the natural world (e.g., weather)
CQG-09BgB	GEN09BGB	If Yes... Do the curriculum guidance documents cover any of the following topic areas? (PPE) Other
CQG-09BgT	GEN09BGT	If Yes... Do the curriculum guidance documents cover any of the following topic areas? Please specify below:
CQG-09BT	GEN09BT	If Yes... Do the curriculum guidance documents cover any of the following topic areas? Comments:
CQG-10Aa	GEN10AA	What is the main preparation route(s) for teachers of students in the fourth grade? Completion of a university degree in education
CQG-10Ab	GEN10AB	What is the main preparation route(s) for teachers of students in the fourth grade? Completion of a graduate degree in education
CQG-10Ac	GEN10AC	What is the main preparation route(s) for teachers of students in the fourth grade? Completion of a teachers' college or normal school degree
CQG-10Ad	GEN10AD	What is the main preparation route(s) for teachers of students in the fourth grade? Completion of a specialized teaching program following a university degree
CQG-10B	GEN10B	Do the main preparation route(s) include an extended supervised practicum?
CQG-10BT	GEN10BT	If Yes... How long is this period?
CQG-10Ca	GEN10CA	In addition to the main teacher preparation route(s), are there other requirements for being a teacher of students in the fourth grade? Passing a qualifying examination (e.g., licensing, certification)
CQG-10Cb	GEN10CB	In addition to the main teacher preparation route(s), are there other requirements for being a teacher of students in the fourth grade? Completion of a probationary teaching period
CQG-10CbT	GEN10CBT	If Yes... How long is this period?
CQG-10Cc	GEN10CC	In addition to the main teacher preparation route(s), are there other requirements for being a teacher of students in the fourth grade? Completion of a mentoring or induction program

Exhibit 5: International Context Variables for the PIRLS 2021 Curriculum Questionnaire

PIRLS 2021 Question Number	PIRLS 2021 Variable Name	PIRLS 2021 Variable Description
CQG-10Cd	GEN10CD	In addition to the main teacher preparation route(s), are there other requirements for being a teacher of students in the fourth grade? Other
CQG-10CdT	GEN10CDT	In addition to the main teacher preparation route(s), are there other requirements for being a teacher of students in the fourth grade? Please specify below:
CQG-10D	GEN10D	In the last 10 years, has there been a change in the stated official policy about the requirements for being a teacher of students in the fourth grade?
CQG-10DT	GEN10DT	If Yes... How did the policy change, and what is the status of implementation?
CQG-11Aa	GEN11AA	What are the current requirements for being a principal of a school with fourth grade students? Teaching experience
CQG-11Ab	GEN11AB	What are the current requirements for being a principal of a school with fourth grade students? Completion of a specialized school leadership training program (including a school leadership degree program)
CQG-11Ac	GEN11AC	What are the current requirements for being a principal of a school with fourth grade students? Other
CQG-11AcT	GEN11ACT	What are the current requirements for being a principal of a school with fourth grade students? Please specify below:
CQG-11B	GEN11B	In the last 10 years, has there been a change in the stated official policy about the requirements for being a principal of a school with fourth grade students?
CQG-11BT	GEN11BT	If Yes... How did the policy change, and what is the status of implementation?
CQR-01	READ01	Does your country have a national curriculum that covers reading instruction at the fourth grade of primary/elementary school?
CQR-01TA	READ01TA	If Yes... Comments:
CQR-01TB	READ01TB	If No... What is the highest level of decision-making authority (e.g., state or province) that provides a curriculum that covers reading instruction at the fourth grade of primary/elementary school?
CQR-02a	READ02A	How is reading addressed in the curriculum? Reading is presented as a part of the curriculum for language instruction
CQR-02b	READ02B	How is reading addressed in the curriculum? Reading is presented as a separate curriculum area
CQR-02c	READ02C	How is reading addressed in the curriculum? Reading is integrated across the curriculum
CQR-02T	READ02T	How is reading addressed in the curriculum? Comments:
CQR-03A	READ03A	In what year was the 2020/2021 language/reading curriculum introduced into classrooms?
CQR-03B	READ03B	Is the language/reading curriculum currently being revised?
CQR-03BT	READ03BT	If Yes... Please explain:
CQR-04	READ04	Does the curriculum specify a percentage of total instructional time to be devoted to language/reading instruction at the fourth grade of primary/elementary school?
CQR-04TA	READ04TA	If Yes... Please provide the percentage:
CQR-04TB	READ04TB	Does the curriculum specify a percentage of total instructional time to be devoted to language/reading instruction at the fourth grade of primary/elementary school? Comments:
CQR-05a	READ05A	How is implementation of the language/reading curriculum evaluated? Visits by inspectors
CQR-05b	READ05B	How is implementation of the language/reading curriculum evaluated? Research programs (e.g., large scale curriculum evaluations)
CQR-05c	READ05C	How is implementation of the language/reading curriculum evaluated? School self-evaluation
CQR-05d	READ05D	How is implementation of the language/reading curriculum evaluated? National or regional examinations
CQR-05e	READ05E	How is implementation of the language/reading curriculum evaluated? Other

Exhibit 5: International Context Variables for the PIRLS 2021 Curriculum Questionnaire

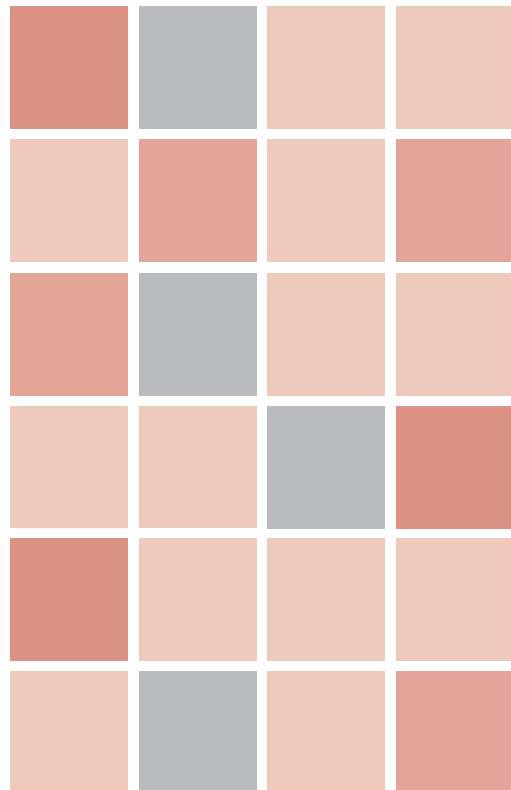
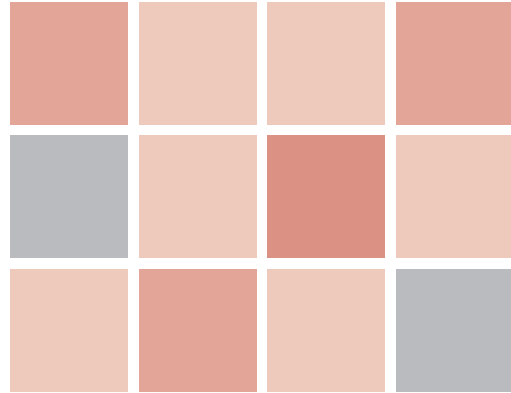
PIRLS 2021 Question Number	PIRLS 2021 Variable Name	PIRLS 2021 Variable Description
CQR-05eT	READ05ET	How is implementation of the language/reading curriculum evaluated? Please specify below:
CQR-05T	READ05T	How is implementation of the language/reading curriculum evaluated? Comments:
CQR-06A	READ06A	Is there a policy of encouraging teachers to find and develop language/reading materials other than those prescribed by the national curriculum?
CQR-06AT	READ06AT	If Yes... Please describe the policy.
CQR-06B	READ06B	Does the national curriculum contain statements/policies about the development of digital literacy skills (e.g., reading in digital and online environments) in grade 4 language/reading instruction?
CQR-06Ba	READ06BA	If Yes... Do the statements/policies include the following? Specific goals or standards for digital literacy
CQR-06Bb	READ06BB	If Yes... Do the statements/policies include the following? Recommendations or mandates for specific digital literacy curricular resources
CQR-06Bc	READ06BC	If Yes... Do the statements/policies include the following? Recommendations or mandates for incorporation of digital devices into reading instruction
CQR-06Bd	READ06BD	If Yes... Do the statements/policies include the following? Safety/privacy requirements for use of digital devices
CQR-06Be	READ06BE	If Yes... Do the statements/policies include the following? Other:
CQR-06BeT	READ06BET	If Yes... Do the statements/policies include the following? Please specify below:
CQR-06C	READ06C	Does your country (state, province) offer a national program targeting struggling readers in the fourth grade (e.g., Reading Recovery ®)?
CQR-06CT	READ06CT	If Yes... Please describe the program.
CQR-07Aa	READ07AA	During the fourth grade, how much are the following reading processes emphasized in the language/reading curriculum? Focus on and retrieve explicitly stated information: Retrieve explicitly stated information from a sentence or phrase
CQR-07Ab	READ07AB	During the fourth grade, how much are the following reading processes emphasized in the language/reading curriculum? Focus on and retrieve explicitly stated information: Locate and reproduce details from a clearly defined section of text
CQR-07Ba	READ07BA	During the fourth grade, how much are the following reading processes emphasized in the language/reading curriculum? Make straightforward inferences: Connect two or more pieces of information or ideas
CQR-07Bb	READ07BB	During the fourth grade, how much are the following reading processes emphasized in the language/reading curriculum? Make straightforward inferences: Identify many ideas
CQR-07Bc	READ07BC	During the fourth grade, how much are the following reading processes emphasized in the language/reading curriculum? Make straightforward inferences: Recognize plot sequences and character traits
CQR-07Ca	READ07CA	During the fourth grade, how much are the following reading processes emphasized in the language/reading curriculum? Interpret and integrate ideas and information: Describe the overall message or theme
CQR-07Cb	READ07CB	During the fourth grade, how much are the following reading processes emphasized in the language/reading curriculum? Interpret and integrate ideas and information: Compare information within and across texts
CQR-07Cc	READ07CC	During the fourth grade, how much are the following reading processes emphasized in the language/reading curriculum? Interpret and integrate ideas and information: Make generalizations and draw inferences with text support
CQR-07Da	READ07DA	During the fourth grade, how much are the following reading processes emphasized in the language/reading curriculum? Examine and evaluate content, language, and textual elements: Describe the style or structure of text

Exhibit 5: International Context Variables for the PIRLS 2021 Curriculum Questionnaire

PIRLS 2021 Question Number	PIRLS 2021 Variable Name	PIRLS 2021 Variable Description
CQR-07Db	READ07DB	During the fourth grade, how much are the following reading processes emphasized in the language/reading curriculum? Examine and evaluate content, language, and textual elements: Determine the author's perspective or intention
CQR-07T	READ07T	During the fourth grade, how much are the following reading processes emphasized in the language/reading curriculum? Comments:
CQR-08a	READ08A	How much emphasis does the language/reading curriculum place on the following purposes for reading? Reading to improve reading skills and comprehension
CQR-08b	READ08B	How much emphasis does the language/reading curriculum place on the following purposes for reading? Reading for literary experience
CQR-08c	READ08C	How much emphasis does the language/reading curriculum place on the following purposes for reading? Reading to acquire information
CQR-08d	READ08D	How much emphasis does the language/reading curriculum place on the following purposes for reading? Reading for enjoyment
CQR-08T	READ08T	How much emphasis does the language/reading curriculum place on the following purposes for reading? Comments:
CQR-09a	READ09A	How much emphasis does the language/reading curriculum place on the following digital reading skills? Strategies for reading digital texts
CQR-09b	READ09B	How much emphasis does the language/reading curriculum place on the following digital reading skills? Looking up information to research a topic online
CQR-09c	READ09C	How much emphasis does the language/reading curriculum place on the following digital reading skills? Critical evaluation of information on websites
CQR-09T	READ09T	How much emphasis does the language/reading curriculum place on the following digital reading skills? Comments:
CQC-01	COVID01	Did all the schools with fourth grade students in your country follow the same closing and opening procedures in response to the COVID-19 pandemic?
CQC-02a	COVID02A	What level of government in your country was responsible for making the following decisions for schools with fourth grade students during the COVID-19 pandemic? Closing schools
CQC-02b	COVID02B	What level of government in your country was responsible for making the following decisions for schools with fourth grade students during the COVID-19 pandemic? Format of remote instruction
CQC-02c	COVID02C	What level of government in your country was responsible for making the following decisions for schools with fourth grade students during the COVID-19 pandemic? Reopening schools
CQC-02T	COVID02T	Please describe the separation or overlapping of decision-making responsibilities.



PIRLS 2021 Curriculum Questionnaire



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PIRLS 2021 Curriculum Questionnaire

PIRLS 2021 Curriculum Questionnaire

The PIRLS 2021 Curriculum Questionnaire is designed to collect basic information about the structure of the education system as well as the organization, content, and implementation of the reading curriculum in each country.

The questionnaire should be completed by National Research Coordinators, drawing on the expertise of curriculum specialists and educators. Please submit this questionnaire no later than **January 14, 2022**.

To begin the questionnaire, please click on the "Next" button. When navigating through the questionnaire, make sure to confirm your responses by clicking on the "Next" or "Previous" button. To go to a particular section or item, please click on the corresponding link in the "Table of Contents". When you have completed the questionnaire, please make sure to click the "Submit" button to submit your answers.

If you have any questions about the content of this questionnaire, please contact the TIMSS & PIRLS International Study Center at Boston College: pirls@bc.edu

If you have any technical questions on how to complete this questionnaire, please contact IEA Hamburg: pirls@iea-hamburg.de

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PIRLS 2021 Curriculum Questionnaire - GENERAL MODULE

GENERAL MODULE

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PIRLS 2021 Curriculum Questionnaire - Grade Structure and Student Flow

GEN01

Grade Structure and Student Flow

G1. How does your country refer to the grade(s) tested in PIRLS 2021, in English (e.g., grade 4)?

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PIRLS 2021 Curriculum Questionnaire - Grade Structure and Student Flow

GEN02A

G2. A. In your country, what is the stated official policy or regulation on students' age of entry to primary school (ISCED Level 1)?

Examples: "Children begin school during the calendar year of their 6th birthday"; "Children must be 6 years old by the end of June to begin school the following September."

GEN02B

B. If the official policy allows some parental discretion or choice, please describe the usual practice.

Example: "Even though the official policy is that students can begin school in the year when they turn 6 years old, children typically begin primary school at age 7 because their parents feel they will benefit from being more mature."

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PIRLS 2021 Curriculum Questionnaire - Grade Structure and Student Flow

GEN03A

G3. A. Has the stated official policy changed in the last 10 years?

Check *one* circle only.

- ☐ Yes
☐ No

GEN03B

If Yes...

B. How did the policy change, and what is the status of implementation?

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PIRLS 2021 Curriculum Questionnaire - Grade Structure and Student Flow

GEN04

G4. What are the ages (or grades) of compulsory education in your country?

Example: "Ages 6-16; Grades 1-9."

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PIRLS 2021 Curriculum Questionnaire - Grade Structure and Student Flow

GEN05

G5. Beginning with ISCED Level 1, what grades of schooling are provided to students through ISCED Level 3 (upper secondary)? Do not include ISCED Level 0 (Early Childhood Education – see G8).

Example: "Grades 1-12."

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PIRLS 2021 Curriculum Questionnaire - Grade Structure and Student Flow

GEN06

G6. Does your country have a policy on the promotion and retention of students across grades 1-4?

Example: "Automatic promotion for grades 1-3, dependent on academic progress for grade 4."

Check **one** circle only.

☐ Yes

☐ No

Please describe:

GEN06T

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PIRLS 2021 Curriculum Questionnaire - Languages of Instruction

GEN07A

Languages of Instruction

G7. A. State the official language(s) and describe the major language subgroups.

GEN07B

B. Describe the language(s) of instruction for reading in the fourth grade. For example, is reading instruction in students' native language or in a second language?

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PIRLS 2021 Curriculum Questionnaire - Early Childhood Education

Early Childhood Education

Early childhood education (ISCED Level 0) is subdivided into:

- Early childhood educational development (ECED) programs for children under age 3; and
- Pre-primary education (PPE) programs including Kindergarten for children age 3 or older.

G8. A. Are the following forms of early childhood education available in your country?

Check **one** circle for each line.

	Yes	No	Varies by state
GEN08AA a) Government-sponsored ECED programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GEN08AB b) Government-sponsored PPE programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GEN08AC c) Private ECED programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GEN08AD d) Private PPE programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GEN08AE e) Targeted ECED programs for certain subgroups (e.g., low-income families)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GEN08AF f) Targeted PPE programs for certain subgroups (e.g., low-income families)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B. How many years can children attend ECED and PPE programs altogether?

Check **one** circle only.

- ☐ 1 year
☐ 2 years
☐ 3 years
☐ 4 or more years

C. If your country has an integrated or unitary system of early childhood education (i.e., is not formally divided into ECED and PPE), please describe:

Comments:

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PIRLS 2021 - CQ - English

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PIRLS 2021 Curriculum Questionnaire - Early Childhood Education

Early childhood education (ISCED Level 0) is subdivided into:

- Early childhood educational development (ECED) programs for children under age 3; and
- Pre-primary education (PPE) programs including Kindergarten for children age 3 or older.

G9. A. Does your country have national curriculum guidance documents for ECED or PPE programs?

Check **one** circle for each line.

GEN09AA
GEN09AB

- | | Yes | No |
|---|-----------------------|-----------------------|
| a) ECED programs for children under age 3 | <input type="radio"/> | <input type="radio"/> |
| b) PPE programs for children age 3 or older | <input type="radio"/> | <input type="radio"/> |

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PIRLS 2021 Curriculum Questionnaire - Early Childhood Education

If Yes to either...

G9. B. Do the curriculum guidance documents cover any of the following topic areas?

Check **one** circle for **ECED** programs, AND **one** circle for **PPE** programs.

GEN09BAA
GEN09BBA
GEN09BCA
GEN09BDA
GEN09BEA
GEN09BFA
GEN09BGA

	ECED programs		PPE programs	
	Yes	No	Yes	No
a) Socio-emotional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Physical development and health education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Oral language development and communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Reading and literacy skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Mathematics and numeracy skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Science including understanding the natural world (e.g., weather)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Other Please specify below:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

GEN09BAB
GEN09BBB
GEN09BCB
GEN09BDB
GEN09BEB
GEN09BFB
GEN09BGB

GEN09BGT

GEN09BT

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PIRLS 2021 Curriculum Questionnaire - Teacher Preparation

GEN10AA
GEN10AB
GEN10AC
GEN10AD

GEN10B

GEN10BT

Teacher Preparation

G10. A. What is the main preparation route(s) for teachers of students in the fourth grade?

Check all that apply.

- ☐ Completion of a university degree in education
- ☐ Completion of a graduate degree in education
- ☐ Completion of a teachers' college or normal school degree
- ☐ Completion of a specialized teaching program following a university degree

B. Do the main preparation route(s) include an extended supervised practicum?

*Check **one** circle only.*

- ☐ Yes
- ☐ No

If Yes...

How long is this period?

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PIRLS 2021 Curriculum Questionnaire - Teacher Preparation

G10. C. In addition to the main teacher preparation route(s), are there other requirements for being a teacher of students in the fourth grade?

Check **one** circle for each line.

GEN10CA
GEN10CB
GEN10CBT
GEN10CC
GEN10CD

GEN10CDT

	Yes	No
a) Passing a qualifying examination (e.g., licensing, certification)	<input type="radio"/>	<input type="radio"/>
b) Completion of a probationary teaching period	<input type="radio"/>	<input type="radio"/>
If Yes...		
How long is this period?		<input type="text"/>
c) Completion of a mentoring or induction program (e.g., experienced teachers work with novice teachers to provide instructional guidance)	<input type="radio"/>	<input type="radio"/>
d) Other	<input type="radio"/>	<input type="radio"/>
Please specify below:		

GEN10D

D. In the last 10 years, has there been a change in the stated official policy about the requirements for being a teacher of students in the fourth grade?

Check **one** circle only.

- ☐ Yes
☐ No

GEN10DT

If Yes...
How did the policy change, and what is the status of implementation?

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PIRLS 2021 Curriculum Questionnaire - Principal Preparation

Principal Preparation

G11. A. What are the current requirements for being a principal of a school with fourth grade students?

Check **one** circle for each line.

GEN11AA

GEN11AB

GEN11AC

GEN11ACT

	Yes	No
a) Teaching experience	<input type="radio"/>	<input type="radio"/>
b) Completion of a specialized school leadership training program (including a school leadership degree program)	<input type="radio"/>	<input type="radio"/>
c) Other Please specify below:	<input type="radio"/>	<input type="radio"/>

GEN11B

B. In the last 10 years, has there been a change in the stated official policy about the requirements for being a principal of a school with fourth grade students?

Check **one** circle only.

- ☐ Yes
☐ No

GEN11BT

If Yes...
How did the policy change, and what is the status of implementation?

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PIRLS 2021 - CQ - English

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PIRLS 2021 Curriculum Questionnaire - READING MODULE

READING MODULE

This reading module refers to the national curriculum that was in effect for the fourth grade students assessed in PIRLS 2021—the curriculum that covers reading instruction at the fourth grade of primary/elementary school for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

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PIRLS 2021 - CQ - English

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PIRLS 2021 Curriculum Questionnaire - About the Fourth Grade Language/Reading Curriculum

About the Fourth Grade Language/Reading Curriculum

This reading module refers to the national curriculum that was in effect for the fourth grade students assessed in PIRLS 2021—the curriculum that covers reading instruction at the fourth grade of primary/elementary school for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

READ01

R1. Does your country have a national curriculum that covers reading instruction at the fourth grade of primary/elementary school?

Check **one** circle only.

- ☐ Yes
☐ No

READ01TA

If Yes...

Comments:

READ01TB

If No...

What is the highest level of decision-making authority (e.g., state or province) that provides a curriculum that covers reading instruction at the fourth grade of primary/elementary school?

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PIRLS 2021 Curriculum Questionnaire - About the Fourth Grade Language/Reading Curriculum

R2. How is reading addressed in the curriculum?

Check one circle for each line.

READ02A
READ02B
READ02C

	Yes	No
a) Reading is presented as a part of the curriculum for language instruction	<input type="radio"/>	<input type="radio"/>
b) Reading is presented as a separate curriculum area	<input type="radio"/>	<input type="radio"/>
c) Reading is integrated across the curriculum	<input type="radio"/>	<input type="radio"/>

Comments:

READ02T

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PIRLS 2021 Curriculum Questionnaire - About the Fourth Grade Language/Reading Curriculum

READ03A

R3. A. In what year was the 2020/2021 language/reading curriculum introduced into classrooms?

READ03B

B. Is the language/reading curriculum currently being revised?

Check one circle only.

- ☐ Yes
☐ No

READ03BT

**If Yes...
Please explain:**

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PIRLS 2021 Curriculum Questionnaire - Curriculum Specifications

Curriculum Specifications

This reading module refers to the national curriculum that was in effect for the fourth grade students assessed in PIRLS 2021—the curriculum that covers reading instruction at the fourth grade of primary/elementary school for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

READ04

R4. Does the curriculum specify a percentage of total instructional time to be devoted to language/reading instruction at the fourth grade of primary/elementary school?

Check **one** circle only.

- ☐ Yes
☐ No

READ04TA

If Yes...
Please provide the percentage:

%

READ04TB

Comments:

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PIRLS 2021 - CQ - English

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PIRLS 2021 Curriculum Questionnaire - Curriculum Specifications

R5. How is implementation of the language/reading curriculum evaluated?

Check one circle for each line.

READ05A
READ05B
READ05C
READ05D
READ05E

	Yes	No
a) Visits by inspectors	<input type="radio"/>	<input type="radio"/>
b) Research programs (e.g. large scale curriculum evaluations)	<input type="radio"/>	<input type="radio"/>
c) School self-evaluation	<input type="radio"/>	<input type="radio"/>
d) National or regional examinations	<input type="radio"/>	<input type="radio"/>
e) Other	<input type="radio"/>	<input type="radio"/>
Please specify below:		

READ05ET

READ05T

Comments:

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PIRLS 2021 Curriculum Questionnaire - Instructional Materials and Use of Digital Devices

Instructional Materials and Use of Digital Devices

This reading module refers to the national curriculum that was in effect for the fourth grade students assessed in PIRLS 2021—the curriculum that covers reading instruction at the fourth grade of primary/elementary school for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

READ06A

R6. A. Is there a policy of encouraging teachers to find and develop language/reading materials other than those prescribed by the national curriculum?

Check **one** circle only.

- ☐ Yes
☐ No

READ06AT

If Yes...
Please describe the policy.

READ06B

B. Does the national curriculum contain statements/policies about the development of digital literacy skills (e.g., reading in digital and online environments) in grade 4 language/reading instruction?

Check **one** circle only.

- ☐ Yes
☐ No

If Yes...
Do the statements/policies include the following?

Check **one** circle for each line.

READ06BA

	Yes	No
a) Specific goals or standards for digital literacy	<input type="radio"/>	<input type="radio"/>
b) Recommendations or mandates for specific digital literacy curricular resources	<input type="radio"/>	<input type="radio"/>
c) Recommendations or mandates for incorporation of digital devices into reading instruction	<input type="radio"/>	<input type="radio"/>
d) Safety/privacy requirements for use of digital devices	<input type="radio"/>	<input type="radio"/>
e) Other	<input type="radio"/>	<input type="radio"/>

Please specify below:

READ06BET

READ06C

C. Does your country (state, province) offer a national program targeting struggling readers in the fourth grade (e.g., Reading Recovery ®)?

Check **one** circle only.

- ☐ Yes
☐ No

READ06CT

If Yes...
Please describe the program.

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PIRLS 2021 Curriculum Questionnaire - Areas of Emphasis in the Language/Reading Curriculum

Areas of Emphasis in the Language/Reading Curriculum

This reading module refers to the national curriculum that was in effect for the fourth grade students assessed in PIRLS 2021—the curriculum that covers reading instruction at the fourth grade of primary/elementary school for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

R7. During the fourth grade, how much are the following reading processes emphasized in the language/reading curriculum?

A. Focus on and retrieve explicitly stated information

Check **one** circle for each line.

READ07AA
READ07AB

	Major emphasis	Some emphasis	Little or no emphasis
a) Retrieve explicitly stated information from a sentence or phrase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Locate and reproduce details from a clearly defined section of text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B. Make straightforward inferences

Check **one** circle for each line.

READ07BA
READ07BB
READ07BC

	Major emphasis	Some emphasis	Little or no emphasis
a) Connect two or more pieces of information or ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Identify main ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Recognize plot sequences and character traits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C. Interpret and integrate ideas and information

Check **one** circle for each line.

READ07CA
READ07CB
READ07CC

	Major emphasis	Some emphasis	Little or no emphasis
a) Describe the overall message or theme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Compare information within and across texts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Make generalizations and draw inferences with text support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D. Examine and evaluate content, language, and textual elements

Check **one** circle for each line.

READ07DA
READ07DB
READ07T

	Major emphasis	Some emphasis	Little or no emphasis
a) Describe the style or structure of a text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Determine the author's perspective or intention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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PIRLS 2021 Curriculum Questionnaire - Areas of Emphasis in the Language/Reading Curriculum

R8. How much emphasis does the language/reading curriculum place on the following purposes for reading?

Check **one** circle for each line.

READ08A
READ08B
READ08C
READ08D
READ08T

	Major emphasis	Some emphasis	Little or no emphasis
a) Reading to improve reading skills and comprehension	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Reading for literary experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Reading to acquire information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Reading for enjoyment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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PIRLS 2021 Curriculum Questionnaire - Areas of Emphasis in the Language/Reading Curriculum

R9. How much emphasis does the language/reading curriculum place on the following digital reading skills?

Check one circle for each line.

READ09A
READ09B
READ09C
READ09T

	Major emphasis	Some emphasis	Little or no emphasis
a) Strategies for reading digital texts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Looking up information to research a topic online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Critical evaluation of information on websites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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PIRLS 2021 Curriculum Questionnaire - COVID-19 MODULE

COVID-19 MODULE

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PIRLS 2021 Curriculum Questionnaire - Decision Making During the COVID-19 Pandemic

COVID01

Decision Making During the COVID-19 Pandemic

C1. Did all the schools with fourth grade students in your country follow the same closing and opening procedures in response to the COVID-19 pandemic?

Check **one** circle only.

- ☐ Yes
☐ No

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PIRLS 2021 Curriculum Questionnaire - Decision Making During the COVID-19 Pandemic

COVID02A
COVID02B
COVID02C
COVID02T

C2. What level of government in your country was responsible for making the following decisions for schools with fourth grade students during the COVID-19 pandemic?

Check one circle for each line.

	National	State/Provincial	Local	Decisions Made by Individual Schools
a) Closing schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Format of remote instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Reopening schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please describe the separation or overlapping of decision-making responsibilities.

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PIRLS 2021 Curriculum Questionnaire

If you are finished responding to the questionnaire, click the "Submit" button below. You can also return to any previous page in the questionnaire through the Table of Contents.

Thank you for your time filling out the PIRLS 2021 Curriculum Questionnaire.

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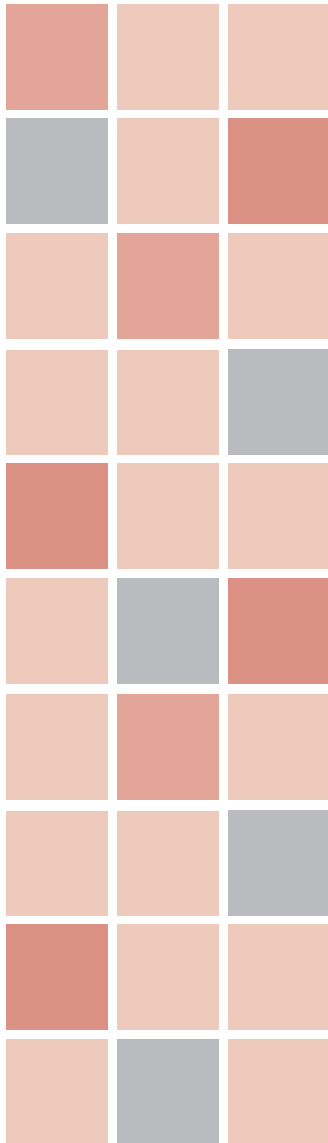
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