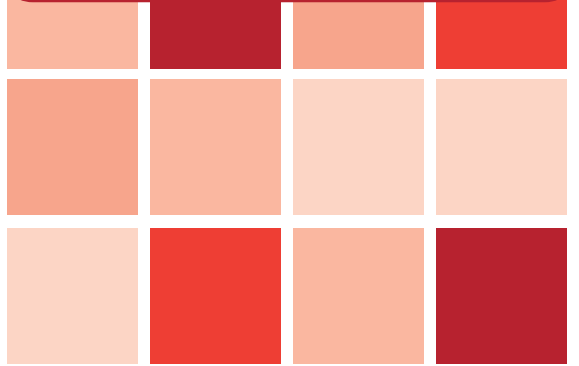




Identification Label

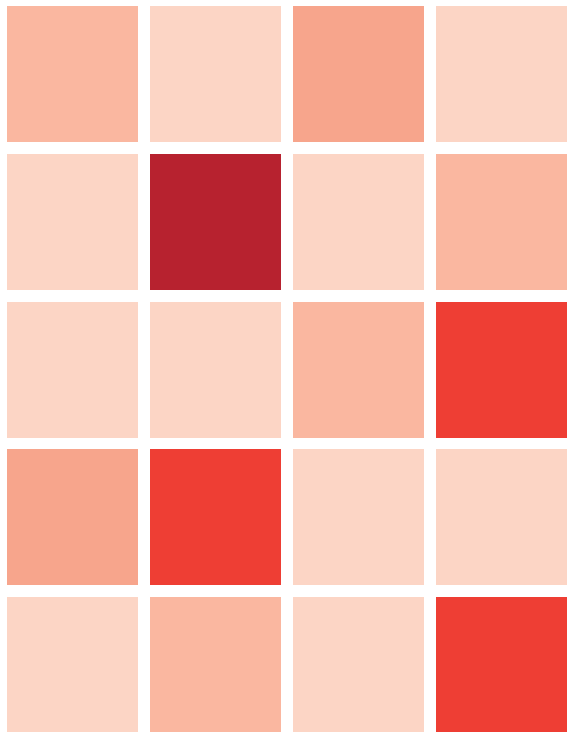


PROGRESS IN INTERNATIONAL READING LITERACY STUDY

Teacher Questionnaire

<Grade 4>

<PIRLS National Research Center Name>
<Address>



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

G1

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

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

G2

Which of these describes you?

Check **one** circle only.

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

G3

How old are you?

Check **one** circle only.

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

G4

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

Check **one** circle only.

- Did not complete <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"/> |

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"/> |

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 ---

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

- a) Teaching reading comprehension skills or strategies ----- ○ — ○ -----
- b) Integrating literacies across the curriculum ----- ○ — ○ -----
- c) Addressing students' language needs in teaching reading ----- ○ — ○ -----
- d) Integrating technology into reading instruction ----- ○ — ○ -----
- e) Instruction related to digital literacies ----- ○ — ○ -----
- f) Addressing differentiation of instruction for students' needs and interests ----- ○ — ○ -----
- g) Assessing students' reading ----- ○ — ○ -----

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

Check **one** circle for each line.

High Medium Low

G8

How helpful is each type of professional development?

Check **one** circle for each line.

Helpful Somewhat helpful Not helpful

- a) Workshops ----- ○ — ○ — ○
- b) Seminars ----- ○ — ○ — ○
- c) Access to a mentor (e.g., literacy coach) ----- ○ — ○ — ○
- d) Teacher professional learning communities ----- ○ — ○ — ○
- e) Online professional development ----- ○ — ○ — ○

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 ----- ○ — ○ — ○
- b) Time conflicts ----- ○ — ○ — ○
- c) Content is not relevant ----- ○ — ○ — ○
- d) Lack of support from school administrators ----- ○ — ○ — ○

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

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

G12

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

Check **one** circle for each line.



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

R1

A. How many students are in this class?

_____ students
Write in the number.

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

_____ <fourth grade> students
Write in the number.

R2

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

_____ students in this class
Write in the number.

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

_____ 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
a) Students lacking prerequisite knowledge or skills -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Students suffering from lack of basic nutrition -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Students suffering from not enough sleep -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Students absent from class -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Disruptive students -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Uninterested students -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Students with mental, emotional, or psychological impairment -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Students needing extra support in reading -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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 reading activities, how often do you organize students in the following ways?

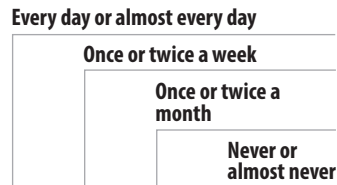
Check **one** circle for each line.

	Always or almost always	Often	Sometimes	Never
a) I teach reading as a whole-class activity -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) I create same-ability groups ---	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) I create mixed-ability groups --	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) I use individualized instruction for reading -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Students work independently on an assigned plan or goal ---	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

R7

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

Check **one** circle for each line.



A. Literary Reading Materials

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

B. Informational Reading Materials

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



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

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
a) Provide reading materials that match the students' interests -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Provide materials that are appropriate for the reading levels of individual students-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Link new content to students' prior knowledge-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Encourage students to deepen their understandings of the text-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Encourage student discussions of texts-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Encourage students to challenge the opinion expressed in the text-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Encourage students to read texts with multiple perspectives-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Give students time to read books of their own choosing --	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) Give individualized feedback to each student-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Identify the main ideas of what they have read-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Explain or support their understanding with text evidence-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Compare what they have read with experiences they have had-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Compare what they have read with other things they have read-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Make predictions about what will happen next in the text they are reading-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Make generalizations and draw inferences based on what they have read-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Evaluate and critique the style or structure of the text they have read-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) Determine the author's perspective or intention-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) Self-monitor their reading (e.g., recognize when they don't understand)-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k) Determine if a website is useful for a specific purpose---	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l) Evaluate the credibility of a website-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

R11

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

Check **one** circle for each line.



- a) Write something about or in response to what they have read -----
- b) Answer oral questions about or orally summarize what they have read -----
- c) Talk with each other about what they have read -----
- d) Take a written quiz or test about what they have read -----
- 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?

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.

- 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 -----

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 ---

(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 -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) High-performing students -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Students with special needs-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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 -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Look up facts and definitions--	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Do a research project on a particular topic or problem----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Write stories or other texts -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Create a presentation or communication (e.g., video) --	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

R13

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

Check **one** circle only.

Yes ---

No ---

(If No, go to #R14)

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 ---

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

Check **one** circle only.

0 ---

1–2 ---

3–5 ---

More than 5 ---

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

Check **one** circle only.

Every day or almost every day ---

Once or twice a week ---

Once or twice a month ---

Never or almost never ---

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

Check **one** circle only.

Yes ---

No ---

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 ---

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 ---

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 ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Discuss the homework in class ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Monitor whether or not the homework was completed ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

R18

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

Check **one** circle for each line.

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

R19

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 ---

Thank You

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



BOSTON COLLEGE

pirls.bc.edu

IEA
PIRLS
2021

