Appendix A

Acknowledgements

Introduction
PIRLS 2006 was a collaborative effort involving hundreds of individuals around the world. This appendix recognizes the individuals and organizations for their contributions. Given that work on PIRLS 2006 has spanned approximately 5 years and has involved so many people and organizations, this list may not include all who contributed. Any omission is inadvertent.

Of the first importance, PIRLS 2006 is deeply indebted to the students, parents, teachers, and school principals who contributed their time and effort to the study.

Management and Coordination
PIRLS is a major undertaking of IEA, and together with the Trends in International Mathematics and Science Study (TIMSS), comprises the core of IEA’s regular cycles of studies. The PIRLS assessment at the fourth grade complements TIMSS, which regularly assesses mathematics and science achievement at fourth and eighth grades.

The TIMSS & PIRLS International Study Center at Boston College has responsibility for the overall direction and management of the TIMSS and PIRLS projects. Headed by Drs. Ina V.S. Mullis and Michael O. Martin, the study center is located in the Lynch School of Education. Dr. Ann M. Kennedy is the PIRLS Project Coordinator. In carrying out the project, the TIMSS & PIRLS International Study Center worked closely with the IEA Secretariat in Amsterdam, which provided guidance overall and was responsible for
verification of all translations produced by the participating countries. The IEA Data Processing and Research Center in Hamburg was responsible for processing and verifying the data submitted by the participants; Statistics Canada in Ottawa was responsible for school and student sampling activities; and Educational Testing Service (ETS) in Princeton, New Jersey consulted on psychometric methodology and provided software for scaling the achievement data.

The Project Management Team, comprised of study directors and representatives from the TIMSS & PIRLS International Study Center, the IEA Secretariat, the IEA Data Processing and Research Center, Statistics Canada, and ETS met twice a year throughout the study to discuss the study’s progress, procedures, and schedule. In addition, the study directors met with members of IEA’s Technical Executive Group twice yearly to review technical issues.

Dr. Marian Sainsbury from the National Foundation for Educational Research in England (NFER) was the PIRLS 2006 Reading Coordinator and Dr. Patricia Donahue from ETS was a special reading assessment consultant. Together with the Reading Development Group, a panel of internationally recognized experts in reading research, instruction, and assessment, they provided excellent guidance throughout PIRLS 2006.

To work with the international team and coordinate within-country activities, each participating country designated an individual to be the PIRLS National Research Coordinator (NRC). The NRCs have the complicated and challenging task of implementing the PIRLS study in their countries in accordance with the PIRLS guidelines and procedures. The quality of the PIRLS assessment and data depends on the work of the NRCs and their colleagues in carrying out the very complex sampling, data collection, and scoring tasks involved. In addition, the Questionnaire Development Group, comprised of NRCs, provided advice on questionnaire development.

Continuing the tradition of truly exemplary work established in PIRLS 2001, the PIRLS 2006 NRCs (often the same NRCs as in 2001), performed their many tasks with dedication, competence, energy, and goodwill, and have been commended by the IEA Secretariat, the TIMSS & PIRLS International Study Center, the IEA Data Processing and Research Center, and Statistics Canada for their commitment to the project and the high quality of their work.
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IEA Secretariat
Seamus Hegarty, IEA Chair
Hans Wagemaker, Executive Director
Barbara Malak, Manager, Membership Relations
Juriaan Hartenburg, Financial Manager
Suzanne Morony, Senior Manager Assistant

TIMSS & PIRLS International Study Center at Boston College
Ina V.S. Mullis, Co-Director
Michael O. Martin, Co-Director
Pierre Foy, Director of Sampling and Data Analysis
Ann M. Kennedy, Coordinator of Project Development and Operations,
  PIRLS Coordinator
Alka Arora, TIMSS Advanced 2008 Project Coordinator
Debra Berger, Production Editor
Marcie Bligh, Manager of Office Administration
Joann Cusack, Administrative Coordinator
Ebru Erberber, TIMSS Science Research Associate
Susan Farrell, Co-Manager of Publications
Joseph Galia, Senior Statistician/Programmer
Christine Hoage, Manager of Finance
Ieva Johansone, Survey Operations Coordinator
Isaac Li, Statistician/Programmer
Dana Milne, TIMSS Graduate Assistant
Jennifer Moher, Data Graphics Specialist
Mario Pita, Co-Manager of Publications
Corinna Preuschoff, TIMSS Mathematics Research Associate
Ruthanne Ryan, Data Graphics Specialist
Gabrielle Stanco, TIMSS Graduate Assistant
Feng Tian, TIMSS Graduate Assistant
Kathleen L. Trong, PIRLS Research Associate
IEA Data Processing and Research Center
Dirk Hastedt, Co-Director
Juliane Barth, Co-Manager, TIMSS & PIRLS Data Processing
Oliver Neuschmidt, Co-Manager, TIMSS & PIRLS Data Processing
Yasin Afana, Researcher
Milena Taneva, Researcher
Marta Kostek-Drosihn, Researcher
Sabine Meinck, Researcher
Olaf Zuehlke, Researcher
Christine Busch, Researcher
Alena Becker, Researcher
Simone Uecker, Researcher
Michael Jung, Researcher
Tim Daniel, Researcher
Dirk Oehler, Researcher
Stephan Petzchen, Senior Programmer
Ralph Carstens, Programmer
Hauke Heyen, Programmer
Harpreet Singh Choudry, Programmer

Statistics Canada
Marc Joncas, Senior Methodologist

Educational Testing Service
Mathias von Davier, Senior Research Scientist

Sampling Referee
Keith Rust, Vice President and Associate Director of the Statistical Group, Westat, Inc.

PIRLS 2006 Assessment Development
Reading Coordinator
Marian Sainsbury, NFER

Reading Assessment Consultant
Patricia Donahue, ETS

PIRLS 2006 Reading Development Group (RDG)
Dominique Lafontaine, Service de Pedagogie Experimentale, Belgium
Jan Mejding, Danish University of Education, Denmark
Sue Horner, Qualifications and Curriculum Authority, England
Renate Valtin, Abteilung Grundschulpädagogik, Humboldt Universität, Germany
Galina Zuckerman, Psychological Institute, Russian Academy of Education, Russian Federation
Elizabeth Pang and Selene Tan, Ministry of Education HQ, Singapore
Karen Wixson, University of Michigan, United States

PIRLS Questionnaire Development Group (QDG)
Meng Hong Wei, The China National Institute of Education, China
Marc Colmant, Ministere de l’Education Nationale, France
Knut Schwippert, University of Hamburg, Institute for Comparative & Multicultural Education, Germany
Gabriella Pavan de Gregorio, Instituto Nazionale per la Valutazione del Sistema Dell’Istruzione, Italy
Bojana Naceva, Bureau for Development of Education, Republic of Macedonia
Mieke van Diepen, Expertisecentrum Nederlands, Netherlands
Ragnar Gees Solheim, National Center for Reading Education and Research, Norway
Larry Ogle, National Center for Education Statistics, United States

PIRLS 2006 National Research Coordinators (NRCs)

**Austria**
- Günter Haider
- Birgit Suchan
  Austrian IEA Research Centre, Universität Salzburg

**Belgium**
- Jan Van Damme
  Katholieke Universiteit Leuven

**French**
- Annette Lafontaine
  Université de Liège

**Bulgaria**
- Tatyana Angelova
- Felianka Kaftandjieva (through 2004)
  University of Sofia

**Canada**
- Alberta
  - Ping Yang
    Learner Assessment Branch, Alberta Education

- British Columbia
  - Diane Lalancette
    Exams & Assessment Policy

**Nova Scotia**
- Marthe Craig
  Evaluation Coordinator, Evaluation Services

**Ontario**
- Michael Kozlow
- Francine Jaques (through 2004)
  Education Quality and Accountability Office

**Québec**
- Serge Baillargeon
  Ministère de l’Education

**Chinese Taipei**
- Hwawei Ko
  Graduate Institute of Learning and Instruction
  National Central University
Appendix A: Acknowledgements

Denmark
Jan Mejding
*The Danish University of Education*

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Liz Twist
*National Foundation for Educational Research in England and Wales*

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Marc Colmant
*Ministère de l’Éducation Nationale*

Georgia
Maia Miminoshvili
*National Assessment and Examinations Center*

Germany
Wilfried Bos
Sabine Hornberg
*Institut fuer Schulentwicklungsforschung*
*University of Dortmund*

Hong Kong
Tse Shek-Kam
*The University of Hong Kong*

Hungary
Ildiko Balazsi
Péter Balkányi
Annamária Szazó Rábai (through 2004)
*National Institute of Public Education Centre for Evaluation Studies*

Iceland
Brynhildur Scheving Thorsteinsson
*Institute for Educational Research*

Indonesia
Burhanuddin Tola
*Center for Educational Assessment*
Bahrul Hayat (through 2004)
*Ministry of National Education*

Iran, Islamic Republic of
Abdol’azim Karimi
*Institute for Educational Research*

Israel
Elite Olshtain
*Hebrew University*
Ruth Zuzovsky
*Tel Aviv University*

Italy
Silvana Serra
Gabriella Pavan de Gregorio
(through 2005)
*Instituto Nazionale per la Valutazione del Sistema Dell’Istruzione*

Kuwait
Abdul Ghani Al-Bazzaz
*Ministry of Education*

Latvia
Antra Ozola
*University of Latvia*

Lithuania
Aiste Elijio
*Ministry of Education and Science*

Luxembourg
Pierre Reding
Martin Frieberg
*Ministère de l’Éducation Nationale*

Macedonia, Republic of
Tanja Andonova
*Pedagogical Institute of Macedonia*
Bojana Naceva (through 2006)
*Bureau for Development of Education*

Moldova, Republic of
Ilie Nasu
*Ministry of Education and Science*
Morocco
Mohammed Sassi
*Departement de l’Évaluation Nationale*

Netherlands
Andrea Netten
Mieke van Diepen (through 2004)
*Expertisecentrum Nederlands*

New Zealand
Megan Chamberlain
*Ministry of Education*

Norway
Ragnar Gees Solheim
Victor van Daal
Finn-Egil Toennessen (through 2005)
*National Centre for Reading, Education and Reading Research, University of Stavanger*

Poland
Krzysztof Konarzewski
*Institute of Psychology, Polish Academy of Science*

Qatar
Abdessalem Buslama
Marcus Broer (through 2006)
*Evaluation Institute, Supreme Education Council, Office of Student Assessment*

Romania
Gabriela Noveanu
*Institute for Educational Sciences, Evaluation and Forecasting Division*

Russian Federation
Galina Kovalyova
*The Russian Academy of Education*

Scotland
Fiona Fraser
Jo MacDonald (through 2003)
*Scottish Office, Education Department*

Singapore
Wong Look Kwang
New Yi Cheen (through 2005)
*Research and Evaluation, Ministry of Education*

Slovak Republic
Eva Obrancova
Zuzana Lukackova (through 2004)
*SPU—National Institute for Education*

Slovenia
Marjeta Doupona-Horvat
*Educational Research Institute*

South Africa
Sarah Howie
Elsie Venter
*University of Pretoria*

Spain
Mar Gonzalez Garcia
Flora Gil Traver (through 2005)
*Instituto Nacional de Calidad y Evaluacion del Sistema Educativo*

Sweden
Bo Palaszewski
*National Agency for Education, Caroline Liberg, Uppsala University*

Trinidad and Tobago
Harrilal Seecharan
Mervyn Sambucharan
*Division of Educational Research and Evaluation*

United States
Laurence Ogle
*National Center for Education Statistics, U.S. Department of Education*