Teacher 

Questionnaire

Your school has agreed to participate in PIRLS 2011 (Progress in International Reading Literacy Study), an educational research project sponsored by the International Association for the Evaluation of Educational Achievement (IEA). PIRLS measures trends in student achievement in reading and studies differences in national education systems in more than 50 countries in order to help improve teaching and learning worldwide.

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

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

Since PIRLS is an international study and all countries are using the same questionnaire, you may find that some of the questions seem unusual or are not entirely relevant to you or schools in <country>. Nevertheless, it is important that you do your best to answer all of the questions so comparisons can be made across countries in the studies.

It is estimated that you will need approximately 45 minutes to complete this questionnaire. We appreciate the time and effort that this takes and thank you for your cooperation and contribution.

When you have completed the questionnaire, please place it in the accompanying envelope and return it to:

<Insert country-specific information here>.

Thank you.
About You

G1

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

___________ years

*Please round* to the nearest whole number.

G2

Are you female or male?

*Check one circle only.*

Female --  
Male --

G3

How old are you?

*Check one circle only.*

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

G4

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

*Check one circle only.*

Did not complete <ISCED Level 3> --  
Finished <ISCED Level 3> --  
Finished <ISCED Level 4> --  
Finished <ISCED Level 5B> --  
Finished <ISCED Level 5A, first degree> --  
Finished <ISCED Level 5A, second degree> or higher --

G5

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

*Check one circle for each line.*

Yes  
No

a) Education—Primary/Elementary
b) Education—Secondary
c) Mathematics
d) Science
e) <language of test>
f) Other

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

*Check one circle for each line.*

Yes  
No

a) Mathematics
b) Science
c) Language/reading
d) Other subject
G6

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

Check one circle for each line.

Very high

High

Medium

Low

Very low

a) Teachers’ job satisfaction

b) Teachers’ understanding of the school’s curricular goals

c) Teachers’ degree of success in implementing the school’s curriculum

d) Teachers’ expectations for student achievement

e) Parental support for student achievement

f) Parental involvement in school activities

g) Students’ regard for school property

h) Students’ desire to do well in school

G7

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

Check one circle for each line.

Agree a lot

Agree a little

Disagree a little

Disagree a lot

a) This school is located in a safe neighborhood

b) I feel safe at this school

c) This school’s security policies and practices are sufficient

d) The students behave in an orderly manner

e) The students are respectful of the teachers

G8

In your current school, how severe is each problem?

Check one circle for each line.

Not a problem

Minor problem

Moderate problem

Serious problem

a) The school building needs significant repair

b) Classrooms are overcrowded

c) Teachers have too many teaching hours

d) Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students)

e) Teachers do not have adequate instructional materials and supplies
G9

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

Check one circle for each line.

Yes  No

a) For preparation

b) For administration

c) In your classroom instruction

If Yes to “classroom instruction”

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

Check one circle for each line.

Agree a lot  Agree a little  Disagree a little  Disagree a lot

a) I feel comfortable using computers in my teaching

b) When I have technical problems, I have ready access to computer support staff in my school

c) I receive adequate support for integrating computers in my teaching activities

G10

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

Check one circle for each line.

Never or almost never  2 or 3 times per month  1–3 times per week  Daily or almost daily

a) Discuss how to teach a particular topic

b) Collaborate in planning and preparing instructional materials

c) Share what I have learned about my teaching experiences

d) Visit another classroom to learn more about teaching

e) Work together to try out new ideas
G11
How much do you agree with the following statements?

Check one circle for each line.

<table>
<thead>
<tr>
<th>Agree a lot</th>
<th>Agree a little</th>
<th>Disagree a little</th>
<th>Disagree a lot</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a) I am content with my profession as a teacher
   ____________________________  ○ — ○ — ○ — ○

b) I am satisfied with being a teacher at this school
   ____________________________  ○ — ○ — ○ — ○

c) I had more enthusiasm when I began teaching than I have now
   ____________________________  ○ — ○ — ○ — ○

d) I do important work as a teacher
   ____________________________  ○ — ○ — ○ — ○

e) I plan to continue as a teacher for as long as I can
   ____________________________  ○ — ○ — ○ — ○

f) I am frustrated as a teacher
   ____________________________  ○ — ○ — ○ — ○

G12
A. How many students are in this class?

__________________ students
Write in a number.

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

__________________ <fourth-grade> students
Write in a number.

G13
How many <fourth-grade> students experience difficulties understanding spoken <language of test>?

__________________ students in this class
Write in a number.

G14
Which of the following subjects do you teach to this class?

Check one circle for each line.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a) I teach the class <language of test>/reading
   ____________________________  ○ — ○

b) I teach the class mathematics
   ____________________________  ○ — ○

c) I teach the class science
   ____________________________  ○ — ○
**G15**

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

*Check one circle for each line.*

<table>
<thead>
<tr>
<th>Every or almost every lesson</th>
<th>About half the lessons</th>
<th>Some lessons</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Summarize what students should have learned from the lesson</td>
<td><img src="#" alt="Circle Options" /></td>
<td><img src="#" alt="Circle Options" /></td>
<td><img src="#" alt="Circle Options" /></td>
</tr>
<tr>
<td>b) Relate the lesson to students' daily lives</td>
<td><img src="#" alt="Circle Options" /></td>
<td><img src="#" alt="Circle Options" /></td>
<td><img src="#" alt="Circle Options" /></td>
</tr>
<tr>
<td>c) Use questioning to elicit reasons and explanations</td>
<td><img src="#" alt="Circle Options" /></td>
<td><img src="#" alt="Circle Options" /></td>
<td><img src="#" alt="Circle Options" /></td>
</tr>
<tr>
<td>d) Encourage all students to improve their performance</td>
<td><img src="#" alt="Circle Options" /></td>
<td><img src="#" alt="Circle Options" /></td>
<td><img src="#" alt="Circle Options" /></td>
</tr>
<tr>
<td>e) Praise students for good effort</td>
<td><img src="#" alt="Circle Options" /></td>
<td><img src="#" alt="Circle Options" /></td>
<td><img src="#" alt="Circle Options" /></td>
</tr>
<tr>
<td>f) Bring interesting materials to class</td>
<td><img src="#" alt="Circle Options" /></td>
<td><img src="#" alt="Circle Options" /></td>
<td><img src="#" alt="Circle Options" /></td>
</tr>
</tbody>
</table>

**G16**

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

*Check one circle for each line.*

<table>
<thead>
<tr>
<th>Not applicable</th>
<th>Not at all</th>
<th>Some</th>
<th>A lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Students lacking prerequisite knowledge or skills</td>
<td><img src="#" alt="Circle Options" /></td>
<td><img src="#" alt="Circle Options" /></td>
<td><img src="#" alt="Circle Options" /></td>
</tr>
<tr>
<td>b) Students suffering from lack of basic nutrition</td>
<td><img src="#" alt="Circle Options" /></td>
<td><img src="#" alt="Circle Options" /></td>
<td><img src="#" alt="Circle Options" /></td>
</tr>
<tr>
<td>c) Students suffering from not enough sleep</td>
<td><img src="#" alt="Circle Options" /></td>
<td><img src="#" alt="Circle Options" /></td>
<td><img src="#" alt="Circle Options" /></td>
</tr>
<tr>
<td>d) Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)</td>
<td><img src="#" alt="Circle Options" /></td>
<td><img src="#" alt="Circle Options" /></td>
<td><img src="#" alt="Circle Options" /></td>
</tr>
<tr>
<td>e) Disruptive students</td>
<td><img src="#" alt="Circle Options" /></td>
<td><img src="#" alt="Circle Options" /></td>
<td><img src="#" alt="Circle Options" /></td>
</tr>
<tr>
<td>f) Uninterested students</td>
<td><img src="#" alt="Circle Options" /></td>
<td><img src="#" alt="Circle Options" /></td>
<td><img src="#" alt="Circle Options" /></td>
</tr>
</tbody>
</table>
G17

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

Check one circle for each line.

<table>
<thead>
<tr>
<th>At least once a week</th>
<th>Once or twice a month</th>
<th>4–6 times a year</th>
<th>1–3 times a year</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Meet or talk individually with the student's parents to discuss his/her learning progress</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Send home a progress report on the student's learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

〇 〇 〇 〇 〇
R1

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

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

___________ hours and ___________ minutes per week
Write in the hours and minutes.

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

Write in the percentage for each.

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

Total = 100%

R2

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

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

___________ hours and ___________ minutes per week
Write in the hours and minutes.

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

R3

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

Check one circle for each line.

Always or almost always

<table>
<thead>
<tr>
<th></th>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) I teach reading as a whole-class activity</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>b) I create same-ability groups</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>c) I create mixed-ability groups</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>d) I use individualized instruction for reading</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>e) Students work independently on an assigned plan or goal</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>f) Students work independently on a goal they choose themselves</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>
R4

A. How many students need remedial instruction in reading?

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

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

_____________students
Write in a number.

R5

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

Check one circle only.

Yes --- ○

No --- ○

R6

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

Check one circle for each line.

<table>
<thead>
<tr>
<th>Basis for instruction</th>
<th>Supplement</th>
<th>Not used</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Textbooks</td>
<td>○ — ○ — ○</td>
<td></td>
</tr>
<tr>
<td>b) Reading series (e.g., basal readers, graded readers)</td>
<td>○ — ○ — ○</td>
<td></td>
</tr>
<tr>
<td>c) Workbooks or worksheets</td>
<td>○ — ○ — ○</td>
<td></td>
</tr>
<tr>
<td>d) A variety of children's books (e.g., novels, collections of stories, nonfiction)</td>
<td>○ — ○ — ○</td>
<td></td>
</tr>
<tr>
<td>e) Materials from different curricular areas</td>
<td>○ — ○ — ○</td>
<td></td>
</tr>
<tr>
<td>f) Children's newspapers and/or magazines</td>
<td>○ — ○ — ○</td>
<td></td>
</tr>
<tr>
<td>g) Computer software for reading instruction</td>
<td>○ — ○ — ○</td>
<td></td>
</tr>
<tr>
<td>h) Reference materials (e.g., encyclopedia, dictionary)</td>
<td>○ — ○ — ○</td>
<td></td>
</tr>
</tbody>
</table>
When you have reading instruction and/or do reading activities with the students, how often do you have the students read the following types of text (in print or electronically)?

<table>
<thead>
<tr>
<th>Check one circle for each line.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every day or almost every day</td>
</tr>
<tr>
<td>Once or twice a week</td>
</tr>
<tr>
<td>Once or twice a month</td>
</tr>
<tr>
<td>Never or almost never</td>
</tr>
</tbody>
</table>

### A. Literary Reading Materials

<table>
<thead>
<tr>
<th>a) Short stories (e.g., fables, fairy tales, action stories, science fiction, detective stories)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

| b) Longer fiction books with chapters |
|                                       |
| c) Plays                               |
| d) Other                               |

### B. Informational Reading Materials

<table>
<thead>
<tr>
<th>a) Nonfiction subject area books or textbooks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

| b) Longer nonfiction books with chapters      |
|                                               |
| c) Nonfiction articles that describe and explain about things, people, events, or how things work |

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

<table>
<thead>
<tr>
<th>Check one circle for each line.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every day or almost every day</td>
</tr>
<tr>
<td>Once or twice a week</td>
</tr>
<tr>
<td>Once or twice a month</td>
</tr>
<tr>
<td>Never or almost never</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>a) Read aloud to the class</th>
</tr>
</thead>
<tbody>
<tr>
<td>b) Ask students to read aloud</td>
</tr>
<tr>
<td>c) Ask students to read silently on their own</td>
</tr>
<tr>
<td>d) Give students time to read books of their own choosing</td>
</tr>
<tr>
<td>e) Teach students strategies for decoding sounds and words</td>
</tr>
<tr>
<td>f) Teach students new vocabulary systematically</td>
</tr>
<tr>
<td>g) Teach or model skimming or scanning strategies</td>
</tr>
</tbody>
</table>
R9

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

Check one circle for each line.
Every day or almost every day

- a) Locate information within the text
- b) Identify the main ideas of what they have read
- c) Explain or support their understanding of what they have read
- d) Compare what they have read with experiences they have had
- e) Compare what they have read with other things they have read
- f) Make predictions about what will happen next in the text they are reading
- g) Make generalizations and draw inferences based on what they have read
- h) Describe the style or structure of the text they have read
- i) Determine the author’s perspective or intention

Once or twice a week

- a)
- b)
- c)
- d)
- e)
- f)
- g)
- h)
- i)

Once or twice a month

- a)
- b)
- c)
- d)
- e)
- f)
- g)
- h)
- i)

Never or almost never

- a)
- b)
- c)
- d)
- e)
- f)
- g)
- h)
- i)

R10

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

Check one circle for each line.
Every day or almost every day

- 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

Once or twice a week

- a)
- b)
- c)
- d)

Once or twice a month

- a)
- b)
- c)
- d)

Never or almost never

- a)
- b)
- c)
- d)
R11

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

Yes --- □

No --- □

(If No, go to #R12)

If Yes,

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

Check one circle only.

Yes --- □

No --- □

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

Check one circle for each line.

Every day or almost every day

Once or twice a week

Once or twice a month

Never or almost never

a) Look up information

b) Read stories or other texts on the computer

c) Use instructional software to develop reading skills and strategies

d) Use the computer to write stories or other texts

R12

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

Check one circle only.

Yes --- □

No --- □

(If No, go to #R13)

If Yes,

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

Check one circle only.

0–25 -- □

26–50 -- □

51–100 -- □

More than 100 -- □

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

Check one circle only.

0 -- □

1–2 -- □

3–5 -- □

More than 5 -- □

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

Check one circle only.

Every day or almost every day -- □

Once or twice a week --- □

Once or twice a month --- □

Never or almost never --- □

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

Check one circle only.

Yes --- □

No --- □
R13

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

*Check one circle only.*

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

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

R14

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

*Check one circle only.*

I do not assign reading for homework ---

(To #R17)

- Less than once a week ---
- 1 or 2 times a week ---
- 3 or 4 times a week ---
- Every day ---

R15

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

*Check one circle only.*

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

R16

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

*Check one circle for each line.*

- a) Correct assignments and give feedback to students
- b) Discuss the homework in class
- c) Monitor whether or not the homework was completed

<table>
<thead>
<tr>
<th>Always or almost always</th>
<th>Sometimes</th>
<th>Never or almost never</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Questions R17–R18 ask about how you deal with reading difficulties of fourth-grade students in this class.

R17

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

*Check one circle for each line.*

<table>
<thead>
<tr>
<th>Resource</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) A specialized professional</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>(e.g., reading specialist,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>speech therapist)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) A teacher-aide</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>c) An adult/parent volunteer</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

R18

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

*Check one circle for each line.*

<table>
<thead>
<tr>
<th>Action</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) I have the student work with a specialized professional (e.g.,</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>reading specialist, speech therapist)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) I wait to see if performance improves with maturation</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>c) I spend more time working on reading individually with that student</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>d) I ask the parents to help the student with reading</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

R19

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

*Check one circle for each line.*

<table>
<thead>
<tr>
<th>Source</th>
<th>Major emphasis</th>
<th>Some emphasis</th>
<th>Little or no emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Evaluation of students’ ongoing work</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>b) Classroom tests (for example,</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>teacher-made or textbook tests)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) National or regional achievement tests</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
R20

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

Check one circle for each line.

<table>
<thead>
<tr>
<th>Not at all</th>
<th>Overview or introduction to topic</th>
<th>It was an area of emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) &lt;language of test&gt;</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>b) Pedagogy/teaching reading</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>c) Educational psychology</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>d) Remedial reading</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>e) Reading theory</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>f) Special education</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>g) Second language learning</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>h) Assessment methods in reading</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

R21

In the past two years, how many hours in total have you spent in <in-service/professional development> workshops or seminars that dealt directly with reading or teaching reading (e.g., reading theory, instructional methods)?

Check one circle only.

None --- ○
Less than 6 hours --- ○
6–15 hours --- ○
16–35 hours --- ○
More than 35 hours --- ○

R22

For your professional development, about how often do you read children’s books?

Check one circle only.

At least once a week --- ○
Once or twice a month --- ○
Once or twice a year --- ○
Never or almost never --- ○
Thank you for the thought, time, and effort you have put into completing this questionnaire.