

# 4

## Assessment Design and Specifications

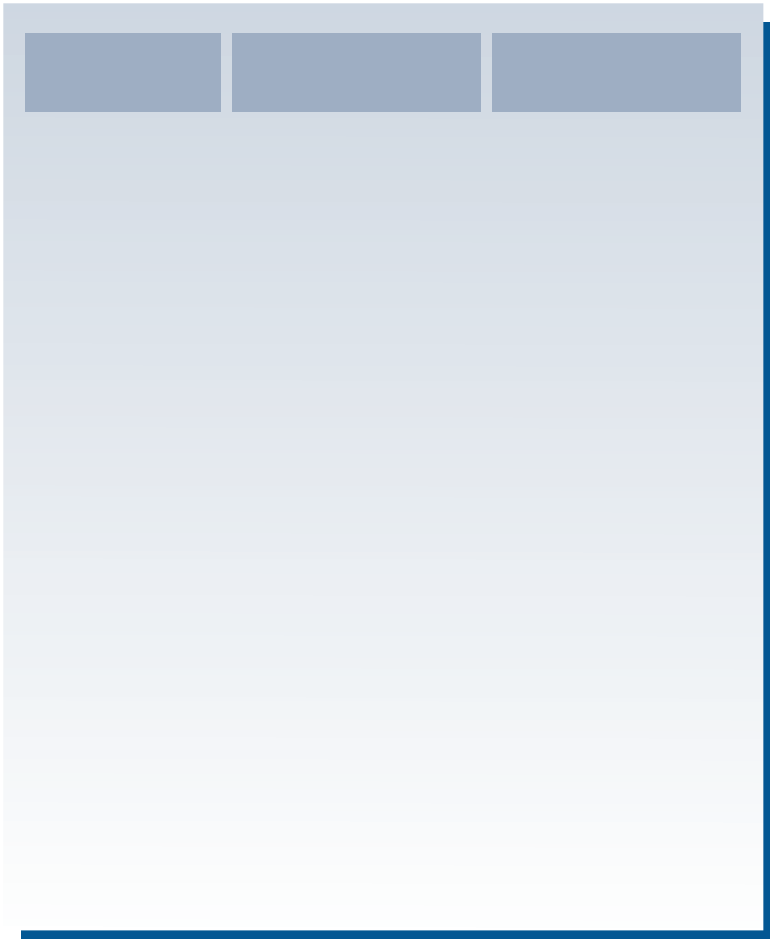
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As in 2001, the PIRLS 2006 assessment





To enable linking among booklets, at least some blocks must be paired with others. Since the number of booklets can become very large if each block is to be paired with all other blocks, it was necessary to choose judiciously among possible block combinations. In the 13-booklet design used in PIRLS 2006, 12 test booklets are derived by combining four literary (L1, L2, L3, and L4) and four informational (I1, I2, I3, and I4) blocks. The 13th booklet, the Reader, accounts for the remaining literary block, L5, and informational block, I5.



In this design, each of blocks L1 through L4 and I1 through I4 appear in three of the 12 booklets, each time paired with another, different, block. For example, literary block L1 appears with literary block L2 in booklet 1 and with informational blocks I4 and I1 in booklets 8 and 9. Similarly, literary block L2 appears not only with L1 in booklet 1 but also with literary block L3 in booklet 2 and with informational block I2 in booklet 10.

The pairing of blocks in booklets 1 through 12 ensures that there are good links both among the literary and among the informational passages and also between the two purposes for reading. The blocks in the Reader, L5 and I5, are not linked to any other blocks directly. However, because booklets are assigned to students using a random-

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*Teacher Questionnaire.* The reading teacher of each fourth-grade

The reading curriculum, including goals, materials, and instruction, will be discussed, along with information on assessment of reading achievement.

