

a sample of 15 schools in each country during the PIRLS/prePIRLS test administration. For each school visit, the IQCMs completed the PIRLS/prePIRLS 2011 Classroom Observation Record. The observation record

their work a few minutes before the allotted time had elapsed; IQCMs reported testing sessions lasting one minute longer in only two cases. In most cases, when Test Administrators observed students working faster than expected, a remaining time announcement was made prior to the planned “5 minutes le ” warning to inform students that they still had ample time to complete their work without rushing.

Nearly all IQCM records stated that the break between Part 1 and Part 2 of the testing session was equal to or less than the required 30 minutes and that the testing materials were either secured or supervised during the break. At the end of the testing session, the test booklets were almost always collected or secured. However, in a small percentage of cases (5%), the Student Questionnaire was attached to the test booklet; in such instances, these students were returned the test booklets in order for them to complete the attached questionnaire.

Exhibit 1: Observations of PIRLS/prePIRLS 2011 Assessment Administration Sessions – 521 Sessions

Question	Yes (%)	No (%)	Not Answered (%)
Was the testing session completed within the allotted time?		1	0
Were the testing materials secured or supervised during the break?	4	15	1
Were the test booklets collected or secured at the end of the testing session?	5	14	1
Was the Student Questionnaire attached to the test booklet?	17	2	1
Was the break between Part 1 and Part 2 of the testing session equal to or less than the required 30 minutes?	3	6	1
Were the testing materials secured or supervised during the break?	3	6	1
Were the test booklets collected or secured at the end of the testing session?	1	1	1
Was the Student Questionnaire attached to the test booklet?	2	17	1
Was the break between Part 1 and Part 2 of the testing session equal to or less than the required 30 minutes?	14	4	2
Were the testing materials secured or supervised during the break?	7	12	1
Were the test booklets collected or secured at the end of the testing session?	2		0
Was the Student Questionnaire attached to the test booklet?	4	5	1

Exhibit 2 reports about the activities conducted during the assessment sessions. One of the most important means of standardizing the assessment administration was to have all test administrators follow the script in the Test Administrator Manual. IQCMs reported that, in nearly three-quarters of their

observations, the Test Administrators followed their script exactly and that, of the changes that were made, nearly all were minor. Changes made to the script were most frequently additions, rather than revisions or deletions.

Exhibit 2: Test Administrators Following the Test Administration Script – 521 Sessions

Question	Yes (%)	No (%)	Not Answered (%)
1. The test administrator should read the instructions to the students before the test begins.	4	3	2 (0.4%) (0.4%)
The test administrator should read the instructions to the students before the test begins.	72	27 (L) 1 (L)	0
The test administrator should read the instructions to the students before the test begins.	1		2 (0.4%) 72 (0.4%)
The test administrator should read the instructions to the students before the test begins.	12	10	6 (0.4%) 72 (0.4%)
The test administrator should read the instructions to the students before the test begins.		15	5 (0.4%) 72 (0.4%)
The test administrator should read the instructions to the students before the test begins.		1	0

Exhibit 3 presents observations on student compliance with instructions and overall cooperation with the test administration. According to the IQCMs observations, there were no cases reported in which students did not comply at all with the instruction to stop work at the end of either Part 1 or Part 2 of the

Student Questionnaire Administration and Distribution of the Learning to Read Survey

Section C of the Classroom Observation Record comprised the IQCMs' observations of the Student Questionnaire administration and distribution of the Learning to Read Survey, which was to be completed by parents (see Exhibit 5).

In 73 percent of cases, Test Administrators followed the Student Questionnaire administration script exactly. If the Test Administrator made changes to the script, most frequently these were "minor," such as paraphrasing the directions. "Major changes" to the script were reported only in 1 percent of cases. In 44 percent of all sessions, Test Administrators read Student Questionnaire questions aloud, while in 51 percent of the sessions, students answered these questions independently. Note that some schools chose to administer the questionnaire on a different date than the PIRLS/prePIRLS assessment. In such cases, IQCMs were not required to observe the questionnaire administration. Also, if the same students were assessed for PIRLS/prePIRLS 2011 and TIMSS 2011, students were required to complete only one Student Questionnaire, which most frequently was administered on the first assessment day.

Finally, 41 percent of the Test Administrators distributed the Learning to Read Surveys after the Student Questionnaire administration. The remaining administrators distributed the Learning to Read Surveys via the following means:

- Mailing surveys directly to parents;

- Gathering parents for completing the survey in the school; or

- Distributing the surveys on the TIMSS assessment administration day for students assessed for both PIRLS/prePIRLS 2011 and TIMSS 2011.

As shown in Exhibit 6, a large majority of School Coordinators considered that the PIRLS/prePIRLS 2011 administration in their school went very well overall (84%), that the provided School Coordinator Manual worked well (89%), and that other school staff members had mostly positive attitudes towards the PIRLS/prePIRLS testing (73%). There were only a few cases where components were missing from shipments of test materials, and nearly all such cases were resolved before the testing date. In one case, the School Coordinator reported not receiving all of the PIRLS/prePIRLS materials. However, in this case, as in a number of other similar cases, an external Test Administrator brought the materials and administered the test.

In more than half of the sessions (59%), School Coordinators indicated that students were given special instructions, motivational talks, or incentives by a school official or the classroom teacher prior to testing. Twelve percent of School Coordinators anticipated needing a makeup session, and almost all of these coordinators intended to conduct one.

Because the sampling of classes requires a complete list of all classes in the school at the target grade, IQCMs were asked to verify that the class list did indeed include all classes. Most School Coordinators confirmed that the complete list of classes had been documented and that all students appeared in one and only one of these classes.

Finally, a tribute to the planning and implementation of PIRLS/prePIRLS 2011 was the fact that 85 percent of respondents said they would be willing to serve as a School Coordinator in future international assessments.

Exhibit 6: Interview with the School Coordinator

Question	Yes (%)	No (%)	Not Answered (%)
1. How well did the PIRLS/prePIRLS 2011 administration in your school go overall?	72	22	6
2. How well did the provided School Coordinator Manual work?	1		10
3. How well did other school staff members have attitudes towards the PIRLS/prePIRLS testing?	3	4	12 () 1 ()
4. How well did the provided test materials work?	5	3	12

