

# PIRLS

## **Appendix F**

A large, white, serif letter 'F' is centered on a blurred, warm-toned background. The background consists of soft, out-of-focus diagonal lines in shades of brown and tan, creating a textured, wood-like appearance. The letter 'F' is a classic, elegant serif font with a prominent vertical stem and a horizontal top bar that has a slight curve and a decorative serif end. The overall composition is minimalist and visually appealing.

# Appendix F

## Acknowledgements

The design and development of PIRLS 2001 was achieved through the collaborative efforts of individuals around the world. Staff from the national research centers in each participating country, members of advisory committees, the International Association for the Evaluation for Educational Achievement (IEA), funding agencies, and the International Study Center (ISC) at

World Bank were instrumental in making PIRLS 2001 possible and for ensuring the quality of the study. Each participating country was responsible for funding national project costs and implementing PIRLS in accordance with the international procedures.

### **Management and Operations**

PIRLS 2001 was conducted under the auspices of the IEA. The study is directed by Ina V.S. Mullis and Michael O. Martin, and managed centrally by the staff of the International Study Center at Boston College, Lynch School of Education. The PIRLS International Study Center worked closely with organizations that were responsible for particular aspects of the study, the PIRLS advisory committees, and representatives of the participating countries.

In the IEA Secretariat, Hans Wagemaker was responsible for overseeing fundraising and country participation. Barbara Malak, also of the IEA Secretariat, was responsible for managing the ambitious translation verification effort and for recruiting international quality control monitors. Statistics Canada worked with countries to ensure that the international sampling procedures were followed, adapted the international design to national conditions, documented the national samples, and computed sampling weights. The National Foundation for Educational Research in England and Wales had major responsibility for developing the reading test, including collecting reading passages, developing items and scoring guides, and conducting scoring training. The IEA Data Processing Center was responsible for processing and verifying the data from the 35 countries, and for constructing the international database.

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### PIRLS Advisory Committees

The PIRLS Reading Development Group (RDG) contributed their invaluable expertise to developing and reviewing the framework and reading test. The RDG also worked with the PIRLS Reading Coordinator, NFER, and ISC staff members to develop the descriptions of achievement at international benchmarks. The PIRLS Questionnaire Development Group (QDG) helped develop the PIRLS questionnaires, including writing items and reviewing drafts of all questionnaires.

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The PIRLS 2001 National Research Coordinators (NRCs) were responsible for the crucial task of implementing the study in their countries. They participated in every aspect of the work to ensure that the study was of high quality. All the PIRLS 2001 NRCs and their staff members are to be commended for their professionalism and their dedication in conducting all aspects of the project.

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