

PIRLS Sampling Design

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5.1 Overview

The PIRLS 2001 sampling design was based on a two-stage process. In the first stage, a probability-proportional-to-size (PPS) sample of schools was selected from a list of all schools in the participating countries. The second stage involved selecting a sample of students from each selected school. The sampling was stratified by country and grade level. The overall sampling design was designed to ensure that the sample was representative of the target population of students in the participating countries.

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5.3.1 Units of Analysis and Sampling Units

The units of analysis and sampling units are the same in the PIRLS study. The units of analysis are the students who are assessed on the reading test. The sampling units are the schools that are selected for the study. The PIRLS study uses a two-stage sampling design. In the first stage, schools are selected from a list of all schools in the country. In the second stage, students are selected from the schools that were selected in the first stage.

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5.3.2 Sampling Precision and Sample Size

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5.4.2 Optional Preliminary Sampling Stage

The preliminary sampling stage is an optional step in the PIRLS sampling design. It is used to identify schools that are eligible for the main sampling stage. The preliminary sampling stage is conducted in a two-step process. In the first step, a list of all schools in the country is compiled. This list is then divided into strata based on school type (e.g., primary, secondary, and combined) and region. A sample of schools is then selected from each stratum. In the second step, the selected schools are visited and information is collected on their eligibility for the main sampling stage. This information includes the number of students in the school, the number of classrooms, and the number of teachers. Schools that are eligible for the main sampling stage are then included in the final sample.

5.5 Second Sampling Stage

The second sampling stage is the main sampling stage of the PIRLS study. It involves the selection of a sample of students from the schools identified in the preliminary sampling stage. The sampling is done in a two-step process. In the first step, a sample of students is selected from each school. In the second step, the selected students are administered the PIRLS reading literacy test.

5.5.1 Small Classrooms

Small classrooms are a special case in the PIRLS sampling design. Because of their small size, they are often not included in the main sampling stage. However, they are included in the preliminary sampling stage. This allows for the collection of information on their eligibility for the main sampling stage. If a school with small classrooms is found to be eligible for the main sampling stage, a sample of students from these classrooms is selected for the PIRLS reading literacy test.

The PIRLS sampling design is a complex process that involves several stages. The preliminary sampling stage is used to identify eligible schools, and the second sampling stage is used to select a sample of students from these schools. Small classrooms are a special case in the sampling design, and are included in the preliminary sampling stage. The PIRLS sampling design is designed to ensure that the sample of students is representative of the population of students in the country.

5.6 Trends in IEA's Reading Literacy Study

The IEA's Reading Literacy Study (RLS) is a series of international studies that have been conducted since 1961. The RLS studies have provided valuable information on the reading literacy skills of students in different countries. The RLS studies have shown that there are significant differences in reading literacy skills between countries, and that these differences are often related to differences in the educational system. The RLS studies have also shown that there are trends in reading literacy skills over time, and that these trends are often related to changes in the educational system. The RLS studies have provided a wealth of information on reading literacy skills, and have helped to identify areas where the educational system can be improved.

Exhibit 5.4: Countries Participating in the Trends in IEA's Reading Literacy Study

Country	Primary School Target Grade
Algeria	4
Armenia	3
Australia	4
Austria	4
Belgium	4
Canada	3
Chile	3
Czechia	3
France	4

The PIRLS study is a cross-national study of reading literacy skills of fourth-grade students in 41 countries. The study is part of the Trends in International Mathematics and Science Study (TIMSS) and the Progress in International Reading Literacy Study (PIRLS). The study is designed to assess the reading literacy skills of fourth-grade students in 41 countries. The study is part of the Trends in International Mathematics and Science Study (TIMSS) and the Progress in International Reading Literacy Study (PIRLS).

5.6.1 Trends in IEA's Reading Literacy Study Target Population

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5.6.2 Sample Design

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5.6.3 Replacement Schools

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