

Identification Label

# 2016

**PROGRESS IN INTERNATIONAL READING LITERACY STUDY**



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Intern.  
Lynch Sch

**PIRLS**

Teacher Questionnaire

**PIRLS 2016**

# 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 year.

## G2

Are you female or male?

Circle **one** choice.

Female ---  A

Male ---  A

## G3

How old are you?

Circle **one** choice.

Under 25 ---  A

25–29 ---  A

30–39 ---  A

40–49 ---  A

50–59 ---  A

60 or more ---  A

## G4

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

Circle **one** choice.

Did not complete <Upper secondary education—ISCED Level 3> ---  A

<Upper secondary education—ISCED Level 3> ---  A

<Post-secondary, non-tertiary education—ISCED Level 4> ---  A

<Short-cycle tertiary education—ISCED Level 5> ---  A

<Bachelor's or equivalent level—ISCED Level 6> ---  A

<Master's or equivalent level—ISCED Level 7> ---  A

<Doctor or equivalent level—ISCED Level 8> ---  A

## G5

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

Circle **one** choice.

- a) Education—Primary/Elementary -----  A —  A
- b) Education—Secondary -----  A —  A
- c) <language of test> -----  A —  A
- d) Other -----  A —  A

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

Circle **one** choice.

- a) <language of test> -----  A —  A —  A
- b) Literature -----  A —  A —  A
- c) Pedagogy/teaching reading --  A —  A —  A
- d) Educational psychology -----  A —  A —  A
- e) Remedial reading -----  A —  A —  A
- f) Reading theory -----  A —  A —  A
- g) Special education -----  A —  A —  A
- h) Second language learning ----  A —  A —  A
- i) Assessment methods in reading -----  A —  A —  A
- j) Early childhood education -----  A —  A —  A

G7

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G8

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

Each **one** of the following.

a) This school is located in



R6

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

I c de c ac e ead g, g,  
ea g, ea e, a d e a g age .

\_\_\_\_\_ minutes per week

W e e be f e e ee .  
Pea ec e e be f e .

R7

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?

I c de g d ac c c a ea a d  
d gf a c ed ed ef ead g c .

\_\_\_\_\_ minutes per week

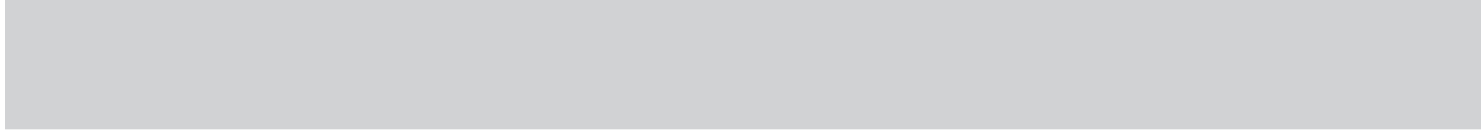
W e e be f e e ee .  
Pea ec e e be f e .

R8

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

C ec **one** c cef eac e.

- a) I teach reading as a whole-class activity ----- A - A - A - A
- b) I create same-ability groups -- A - A - A - A
- c) I create mixed-ability groups -- A - A - A - A
- d) I use individualized instruction for reading ----- A - A - A - A
- e) Students work independently on an assigned plan or goal --- A - A - A - A





R11

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

C ec **one** c cef eac e.

- a) Provide reading materials that match the students' interests----- A - A - A - A
- b) Provide materials that are appropriate for the reading levels of individual students --- A - A - A - A
- c) Link new content to students' prior knowledge ----- A - A - A - A
- d) Encourage students to develop their understandings of the text ----- A - A - A - A
- e) Encourage student discussions of texts ----- A - A - A - A
- f) Encourage students to challenge the opinion expressed in the text ----- A - A - A - A
- g) Use multiple perspectives (among students and texts) to enrich understanding ----- A - A - A - A
- h) Give students time to read books of their own choosing -- A - A - A - A
- i) Give individualized feedback to each student ----- A - A - A - A

R12

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

C ec **one** c cef eac e.

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)12.

R13

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

*C ec **one** c cef eac e.*

- a) Write something about or in response to what they have read ----- A — A — A — A
- b) Answer oral questions about or orally summarize what they have read ----- A — A — A — A
- c) Talk with each other about what they have read ----- A — A — A — A
- d) Take a written quiz or test about what they have read ---- A — A — A — A

**If Yes,**

**B. What access do the students have to computers?**

*C ec **one** c cef eac e.*

- a) Each student has a computer ----- A — A
- b) The class has computers that students can share ----- A





R22

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

C ec **one** c c e f eac e.

emphasis

a) Assessment of students' ongoing work ----- A — A —



# Thank You

**Thank you for the thought, time, and effort you have put into completing this questionnaire.**

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**<Grade 4>**