

# CHAPTER 2

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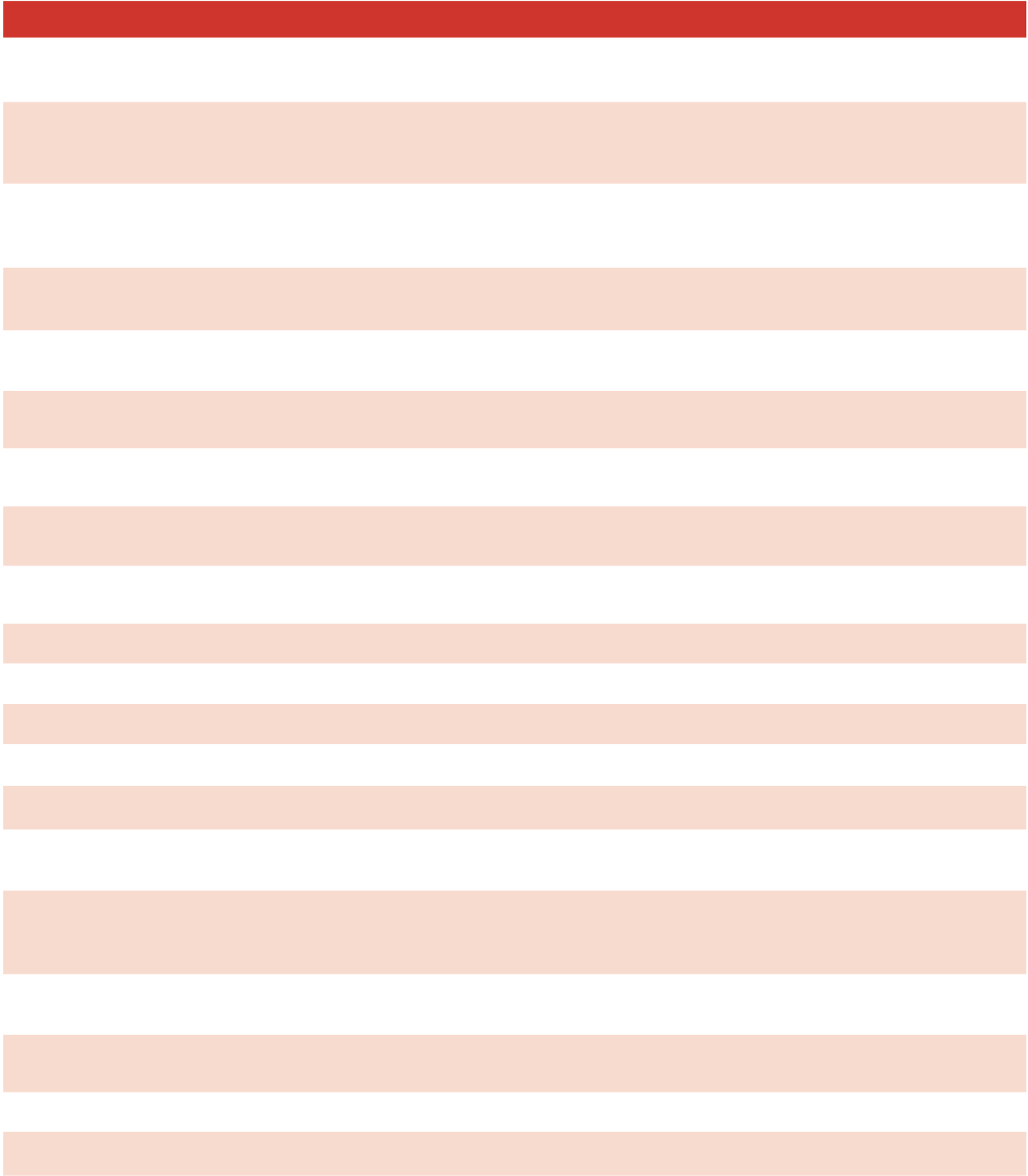
[PIRLS 2016 International Database](#), providing data that researchers can use for secondary analysis.

This chapter documents the PIRLS 2016 questionnaire development process. Information on the analysis of the context questionnaire scales can be found in [Chapter 14](#).

Developing the PIRLS 2016 context questionnaires was a collaborative process involving multiple rounds of reviews by staff at the TIMSS & PIRLS International Study Center, experts on the PIRLS



**Exhibit 2.1: PIRLS 2016 Context Questionnaire Development Schedule**



**Exhibit 2.2: PIRLS 2016 Questionnaire Development Group (QDG)**

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TIMSS 2015 development occurred in advance of the PIRLS 2016 development, allowing PIRLS 2016 to capitalize on improvements made to the TIMSS 2015 questionnaires. As such, the [PIRLS 2016 Context Questionnaire Framework](#) built upon the research conducted for the TIMSS 2015 framework, and the PIRLS 2016 questionnaire development benefitted from revisions to overlapping TIMSS/PIRLS questionnaire items made at TIMSS NRC meetings. PIRLS 2016 development also was informed by results from the TIMSS 2015 field test.

A major methodological innovation in PIRLS 2011 (and TIMSS 2011) was using context questionnaire scales to measure key educational research topics (Martin, Mullis, Foy, & Arora, 2012). To improve scales for PIRLS 2016, questionnaire development focused on writing items to strengthen the measurement properties of the PIRLS 2011 scales as well as developing new scales to measure emerging areas of educational research.

The [PIRLS 2016 Context Questionnaire Framework](#), Chapter 2 of the *PIRLS 2016 Assessment Framework*, provided the foundation for updating the PIRLS context questionnaires for 2016. The chapter presents a review of the educational research that identifies key context questionnaire topics and gives the rationale for asking about these topics within the 2016 questionnaires.

At the 1<sup>st</sup> NRC meeting in February 2013 in Hamburg, Germany, NRCs described topics they thought should be covered in the PIRLS 2016 questionnaires, including which PIRLS 2011 topics should be retained to measure trends. Taking into account feedback garnered in the meeting and insights from the drafting of the TIMSS 2015 framework, the PIRLS Questionnaire Coordinator conducted a literature review and drafted the PIRLS 2016 Context Questionnaire Framework.

With the draft Context Questionnaire Framework at hand, staff at the TIMSS & PIRLS International

PIRLS 2016 countries administered an ambitious field test, eliciting questionnaire data from 64,873 students, 62,716 parents, 1,840 school principals, and 3,287 teachers from the 49 countries and seven benchmarking entities for PIRLS and across seven countries and one benchmarking entity for PIRLS Literacy. The ePIRLS field test questionnaire was administered to 13,701 students from 15 countries as well as five benchmarking entities.

Following field test administration, staff at the TIMSS & PIRLS International Study Center produced data almanacs and scale summaries to facilitate the review of the field test data:

- Data almanacs document for each country the use of response categories for each context questionnaire item as well each item's relationship with achievement
- Scale summaries detail each scale's reliability, dimensionality, fit to the item response theory model, and relationship with achievement in each country

In June 2015, staff at the TIMSS & PIRLS International Study Center reviewed the field test context questionnaire results, proposing revisions to the QDG. At their 2<sup>nd</sup> meeting in July 2014, the QDG accepted many of the recommendations and suggested a few additional changes. In August 2015 at their 5<sup>th</sup> meeting, NRCs reviewed the final draft questionnaires and accepted the questionnaires with a few minor revisions. Following the NRC meeting, staff at the TIMSS & PIRLS International Study Center implemented the revisions and posted the final PIRLS instruments on August 27, 2015, so that countries could begin the [translation process](#).

The PIRLS Curriculum Questionnaire complements the student, teacher, school, and home

