
CHAPTER 8

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- Section C—Student Questionnaire Administration and Distribution of the Learning to Read Survey
 - Section D—Documentation of the ePIRLS Testing Session
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**Exhibit 8.2: Observations of ePIRLS 2016 Assessment Administration Sessions – 209 Sessions
(Percent of IQCM Responses)**

Question	Yes (%)	No (%)	Not Answered or Not Applicable (%)
Did the Test Administrator make sure that students were seated at their assigned computers (logged into the ePIRLS Software with his/her Student ID and password) according to the Student Tracking Form?	79	0	21
Did the Test Administrator read the directions (presented on each student s computer) aloud to the students?	35	50 (students followed through the directions by themselves)	15
Did the Test Administrator announce " ou have 5 minutes left" prior to the end of Part 1 of the testing session?	55	27	18
Were there an other time remaining announcements made during Part 1 of the testing session?	55	27	18

Exhibit 8.3: Test Administrators Following the Test Administration Script – 814 PIRLS/PIRLS Literacy Sessions (Percent of IQCM Responses)

Question	Yes (%)	No (%)	Not Answered or Not Applicable (%)
Had the test administrator familiarized himself or herself with the test administration script prior to the testing?	88	6	5 (<i>I Cannot Answer</i>) 1 (<i>Not Answered</i>)
Did the test administrator follow the test administration script in the PIRLS 2016 Test Administrator Manual?	58	36 (<i>Minor changes</i>)	

Exhibit 8.5: Student Cooperation During Assessment Administration – 814 PIRLS/PIRLS Literacy Sessions and 209 ePIRLS Sessions (Percent of IQCM Responses)

Question	Very Well (%)	Fairly Well (%)	Not well at all (%)	Not Answered or Not Applicable (%)	
When the Test Administrator ended Part 1 of the PIRLS/PIRLS Literacy testing session, how well did the student comply with the instruction to stop work?	85	11	2	2	
When the Test Administrator ended Part 2, of the PIRLS/PIRLS Literacy testing session, how well did the student comply with the instruction to stop work?	85	14	0	1	

Question	Extremely (%)	Moderately (%)	Somewhat (%)	Hardly (%)	Not Answered or Not Applicable (%)
To what extent would you describe the students as orderly and cooperative during the PIRLS/PIRLS Literacy testing session?	61	31	6	1	1
To what extent would you describe the students as orderly and cooperative during the ePIRLS testing session?	74	20	2	2	2

Exhibit 8.6 reports on the IQCMs’ general observations of the PIRLS/PIRLS Literacy assessment administrations and Exhibit 8.7 reports on the IQCM’s general observations of the ePIRLS administrations. Overall, IQCMs reported that the quality of testing sessions was good, very good, or excellent (90% for PIRLS/PIRLS Literacy and 93% for ePIRLS). In most of the testing sessions the IQCMs attended, no problems were observed, and in only 1 percent of cases for both PIRLS/PIRLS Literacy and ePIRLS did a student refuse to take the test. In addition, nearly all of the observed testing sessions took place under favorable room conditions that were suitable for students to work without distraction. The large majority of students, 96 percent for PIRLS/PIRLS Literacy and 92 percent for ePIRLS, followed the direction to store away everything, including electronic devices, for the duration of test administration. The IQCMs also reported that in 94 percent of observed testing sessions, students were seated in an arrangement that provided adequate space for students to work and not be distracted by one another.

Because the sampling of classes requires a complete list of all classes in the school at the target grade, IQCMs were also asked to verify that all classes were included in the sampling process. School Coordinators were asked how many classes of the tested grade are in the school, how many were selected to participate, and whether he/she provided the list of classes to the national center. Over 80 percent of School Coordinators confirmed that they sent a complete list of classes to the national center. In 12 percent of the observed schools, centralized databases were used instead of class lists.

As a reflection of the successful planning and implementation of PIRLS 2016, 82 percent of respondents for both grades said that they would be willing to serve as a School Coordinator in future international assessments.