

PIRLS/prePIRLS 2011 Obtaining Student Responses for Developing Field-test Scoring Training Materials

In order to develop field test scoring materials for PIRLS 2011 constructed-response items, responses were gathered from students in English-speaking countries in September–November 2009. For each constructed-response item, the TIMSS & PIRLS International Study Center staff together with the other reading task force members reviewed the student responses and used them to refine the scoring guides by clarifying code descriptions, adding examples, or expanding scoring codes to encompass additional response types. The exhibit below provides the number of items tested, the number of student responses collected, and breadth of country participation.

Collection of Student Responses for Scoring Materials

	PIRLS	prePIRLS
Items		
Reading Comprehension Items	125	152
Responses per Item (approx.)	65	120
Participants		
Countries	Australia, Canada, New Zealand, Singapore, United States	Botswana, South Africa, United States
Number of Students (approx.)	250	600

Mainly though, the PIRLS 2011 Task Force used the student responses to create sets of field test scoring training materials for constructed-response items. Example and practice paper sets illustrating the various scoring guide categories were created for each field test constructed-response item. The example paper sets consisted of a range of student responses that commonly occurred and demonstrated important features of the scoring guide. Each student response in the example set was presented along with the scoring code it was assigned. The practice paper set used student responses similar to those in the example paper set, but presented them without scoring codes so that National Research Coordinators could practice assigning codes during scoring training. The number of example and practice papers per item varied depending on the complexity of the scoring guide. The Task Force then wrote a rationale explaining the score given to each sample response.

Once the student responses to each training item were selected for each example and practice paper set, the TIMSS & PIRLS International Study Center scanned each student response and entered it into a database. Staff members then used the database to combine identification information about each training item with its student responses to create scoring training materials to be used during international scoring training. For the PIRLS/prePIRLS 2011 field tests, example and practice paper sets for the 65 PIRLS and 85 prePIRLS constructed-response items were created.