PIRLS: Scope

- Grade 4
- 35 Countries
- Data Collection 2001
- 135,000 Students
- 5,400 Schools
PIRLS: Project Team

- PIRLS International Study Center at Boston College
- IEA Secretariat
- IEA Data Processing Center
- Statistics Canada
- Educational Testing Service
- National Foundation for Educational Research in England and Wales
PIRLS: Student Population

Target Population: “Upper of Two Adjacent Grades with Most 9-year-olds”

- Fourth Grade in Most Countries

- Transition from Learning to Read to Reading to Learn

- Complements TIMSS Mathematics and Science at Fourth Grade

- Complements OECD’s PISA 2000 - Reading Literacy among 15-year-olds
# PIRLS: Countries

<table>
<thead>
<tr>
<th>Argentina</th>
<th>Hungary</th>
<th>New Zealand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belize</td>
<td>Iceland</td>
<td>Norway</td>
</tr>
<tr>
<td>Bulgaria</td>
<td>Iran, Islamic Rep.</td>
<td>Romania</td>
</tr>
<tr>
<td>Canada</td>
<td>Israel</td>
<td>Russian Federation</td>
</tr>
<tr>
<td>Colombia</td>
<td>Italy</td>
<td>Scotland</td>
</tr>
<tr>
<td>Cyprus</td>
<td>Kuwait</td>
<td>Singapore</td>
</tr>
<tr>
<td>Czech Republic</td>
<td>Latvia</td>
<td>Slovak Republic</td>
</tr>
<tr>
<td>England</td>
<td>Lithuania</td>
<td>Slovenia</td>
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<tr>
<td>France</td>
<td>Macedonia</td>
<td>Sweden</td>
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<tr>
<td>Germany</td>
<td>Moldova</td>
<td>Turkey</td>
</tr>
<tr>
<td>Greece</td>
<td>Morocco</td>
<td>USA</td>
</tr>
<tr>
<td>Hong Kong</td>
<td>Netherlands</td>
<td></td>
</tr>
</tbody>
</table>
PIRLS: Components

- PIRLS “Main” Survey
  - Reading Comprehension
  - Background Questionnaires
- RLS 10-Year Trend Study
- Encyclopedia of Reading Education
PIRLS: Assessment of Reading Comprehension

- PIRLS Framework
  - Purposes: Literary and Informative
  - Range of Comprehension Strategies

- Nine Rotated Booklets
  - Two 40-minute Sections Each

- Constructed-Response Items (50%)

- Full Color Reader
PIRLS: RDG (Reading Development Group)

Marilyn Binkley (United States)
Karl Blueml (Austria)
Sue Horner (England)
Pirjo Linnakyla (Finland)
Martine Remond (France)
Keen See Tan (Singapore)
William Tunmer (New Zealand)
PIRLS: Background Questionnaires

• Home/Parents
• Students
• Teachers
• Schools
PIRLS: Questionnaire Development Group

Ivana Krizova (Czech Republic)
Mike Marshall (Canada)
Monica Rosen (Sweden)
Graham Ruddock (England)
Maurice Walker (New Zealand)
PIRLS: Field Test

- 31 Countries participated
- Extensive analyses of field-test data
- Tests and questionnaires revised for Main Survey
- Second edition of PIRLS framework
PIRLS: Preparation for Main Data Collection

- Instruments and manuals distributed to countries
- Test booklets, questionnaires, and manuals translated
- Translations verified by IEA and Berlitz
- Scoring guides finalized and training papers assembled
PIRLS: Manuals and Training for Main Data Collection

- Data Collection
  - School Coordinators
  - Test Administrators
- Data Entry
- Constructed-Response Scoring
PIRLS: Reliability of Constructed-Response Scoring

• Within-country: for each item, a random sample of 200 responses was double scored

• Cross-country: in most countries, a random sample of 200 responses from English-speaking countries was double scored for half the items
PIRLS: Quality Assurance Site Visits

• International Quality Control Monitors (QCMs)
  – QCMs recruited and trained
  – Visited 10% of schools
  – Observed testing sessions and interviewed NRCs
  – Data collection very successful - documented in Technical Report

• National Quality Assurance Program
1 - Overview of PIRLS
2 - Developing Assessment and Scoring Guides
3 - Developing Background Questionnaires
4 - Translating Instruments
5 - Sampling Design
6 - Survey Operations
7 - Quality Assurance
Profile of Reading Education in Each Country
- Demographic Profile
- Education System
- Teachers and Teacher Education
- Reading Curriculum and Instruction
- Literacy Programs
- Assessment
PIRLS: Database Construction and Analysis

- DPC Extensive Checks
- Sampling Adjudication
  - December 2001
  - April 2002
- Scaling
  - PIRLS
  - RLS 10-Year Trend
PIRLS: International Report

- NRC Meeting Review Prototype Report
  March 2002, Athens, Greece

- RDG Meeting - Scale Anchoring
  September 2002, Paris, France

- NRC Meeting - Review Draft Report
  December 2002, Istanbul, Turkey

- Release Published Report
  April 8, 2003, Boston, USA
Chapter 5 School Curriculum and Organization for Teaching Reading

Chapter 6 Teaching and Reading Instruction

Chapter 7 School Contexts

Chapter 8 Student’s Reading Attitudes, Self-Concept, and Out-of-School-Activities
## PIRLS: Preliminary Findings

### Parents’ Estimates How Well Children Performed Literacy Activities When Started School

<table>
<thead>
<tr>
<th>Level</th>
<th>Average Achievement</th>
<th>Average % of Students</th>
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<tbody>
<tr>
<td>Very Well</td>
<td>537</td>
<td>21</td>
</tr>
<tr>
<td>Moderately Well</td>
<td>511</td>
<td>33</td>
</tr>
<tr>
<td>Not Very Well</td>
<td>491</td>
<td>29</td>
</tr>
<tr>
<td>Not At All</td>
<td>479</td>
<td>17</td>
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</table>
# PIRLS: Preliminary Findings

## Early Home Literacy Activities

<table>
<thead>
<tr>
<th></th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Achievement</td>
<td>520</td>
<td>499</td>
<td>481</td>
</tr>
<tr>
<td>Average % of Students</td>
<td>52</td>
<td>35</td>
<td>13</td>
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</tbody>
</table>

## Home Educational Resources

<table>
<thead>
<tr>
<th></th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
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</thead>
<tbody>
<tr>
<td>Average Achievement</td>
<td>548</td>
<td>503</td>
<td>443</td>
</tr>
<tr>
<td>Average % of Students</td>
<td>13</td>
<td>74</td>
<td>12</td>
</tr>
</tbody>
</table>
PIRLS 2006

43rd IEA General Assembly

Marrakech, Morocco
7-10 October 2002
PIRLS 2006: Purpose

- Grade 4
  - Trends for 2001 Participants
  - Baseline Data for New Countries
- Assessment of Reading Comprehension
- Background Questionnaires
PIRLS 2006: Schedule

- First NRC Meeting - September 2003
- Develop Instruments - October 2004
- Field Test - April 2005
- Data Collection - April to June 2006
- International Report - November 2007