PIRLS 2011

- Assessment of reading comprehension
- Grade 4
  - 3rd PIRLS cycle; trends for 2006 and 2001 participants
  - Baseline data for new countries
- prePIRLS – less difficult version of PIRLS
  - To align with curricula and involve more countries
**Countries Planning to Participate**

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<tr>
<th>Armenia</th>
<th>Germany</th>
<th>Oman</th>
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<td>Australia</td>
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<td>France</td>
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<tr>
<td>Georgia</td>
<td>Norway</td>
<td>Almost all in TIMSS!</td>
</tr>
</tbody>
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*PIRLS2011* Progress In International Reading Literacy Study

*IFAA* International Study Center
Lynch School of Education, Boston College
RDG (Reading Development Group)

Jan Mejding (Denmark)
Sue Horner (England)
Elinor Saigh-Haddad (Israel)
Pierre Reding (Luxembourg)
Galina Zuckerman (Russian Federation)
Elizabeth Pang (Singapore)
Caroline Liberg (Sweden)
Elois Scott (United States)
QDG (Questionnaire Development Group)

Hwawei Ko (Chinese Taipei)
Marc Colmant (France)
Knut Schwippert (Germany)
Megan Chamberlain (New Zealand)
Ragnar Solheim (Norway)
Abdessalem Bouslama (Qatar)
Sarah Howie (South Africa)
Valena Plisko (United States)
PIRLS 2011 Assessment Specialists

Ann Kennedy
  PIRLS Coordinator

Katie Trong
  prePIRLS Coordinator

Marian Sainsbury, NFER
  Reading Coordinator

Patricia Donahue, ETS
  Reading Assessment Consultant

Julian Fraillon, ACER
  Reading Assessment Consultant
2008 Review of First Year’s Activities

• Feb.  1st NRC meeting, Madrid
  – Plan and review passages

• Jul.  1st RDG meeting, Amsterdam
  – Update framework and review passages

• Nov.  2nd NRC meeting, Amsterdam
  – Selected field-test passages and developed items
  – Reviewed web-based reading initiative

• Nov.  1st QDG meeting, Amsterdam
  – Updated PIRLS 2011 Contextual Framework
Reviewed and revised 8 passages with items and scoring guides for field test – 120 items

Made suggestions for the set of field test items for NRC review

Reviewed and revised initial set of 10 prePIRLS passages with items and scoring guides for field test

Reviewed and revised one web-based reading activity with items and scoring guides
Meanwhile...

PIRLS Participation Became TIMSS and PIRLS Participation

Fourth grade

- TIMSS and PIRLS: 42-45 countries
- TIMSS only: 8-10 countries
- PIRLS only: 5-6 countries
- prePIRLS: 10-12 countries

Eighth grade

- TIMSS: 50+ countries
Implications for 2011

• Central organizing strategy: joint effort at fourth grade

• Same students for TIMSS and PIRLS in almost all countries (35+)

• Also needed to address
  – PIRLS only and TIMSS only
  – prePIRLS
  – TIMSS eighth grade
Consequences for Overall Assessment Approach

- Sampling
- Assessment administration
- Schedule
- Communication
- Analysis and Reporting
  - Additional PIRLS-TIMSS report for countries assessing same students
Had Particular Impact on Questionnaires at Fourth Grade

Will be assessing **Reading**, **Mathematics**, and **Science** with

- Same schools, same teachers, same students, same parents
- Need to avoid redundancy and duplication in data collection effort
Same Overarching Contextual Frameworks

TIMSS 2011
- National and Community Contexts
- School Contexts
- Classroom Contexts
- Student Characteristics and Attitudes

PIRLS 2011
- National and Community Contexts
- Home Contexts
- School Contexts
- Classroom Contexts
- Student Behaviors and Attitudes
Challenge for Fourth Grade Questionnaires in 2011

- **Maximize** opportunity for comparison across the three subject areas
  - Reading, Mathematics, and Science

- **Minimize** questionnaire response burden on
  - Students, teachers, principals, parents
Modular Strategy for 2011

Modules for Student and Teacher Questionnaires

• Both TIMSS and PIRLS: e.g., students’ demographics and home background, school climate for learning; teachers’ characteristics, education level, and responsibilities

• Separate: e.g., students’ attitude toward subject, classroom activities in subject, homework, out-of-school reading; teachers’ topics taught, instructional activities, etc.
Modular Strategy for 2011 (cont.)

School Questionnaire

- Single combined TIMSS and PIRLS questionnaire: school characteristics, climate, and resources

Home Questionnaire

- Single questionnaire for PIRLS and TIMSS, essentially the PIRLS questionnaire: home environment, parents’ reading activities, and children's early literacy activities, with additional section about children’s early numeracy activities and skills
2nd PIRLS 2011 QDG Meeting
April 2009, Munich

• Joint meeting with TIMSS 2011 Questionnaire Item Review Committee (QIRC)
• Finalized Contextual Framework outline
• Presented modular questionnaire design to integrate with TIMSS at fourth grade
• Presented draft questionnaires for field test
• Renewed focus on policy relevant constructs
• Worked intensively to update questionnaires
Updating the Questionnaires

Focused on addressing **effective** contexts for teaching and learning in developing new scales

- Validation process
  - Grounded in literature
  - Conceptual integrity
  - Related to achievement
  - Rigorous measurement
Updating the Questionnaires (cont.)

- **Out**: “laundry lists” of attributes and activities
  - e.g., instructional practices
- **In**: scales of effective learning contexts
  - at home, in the classroom, at school
- Field testing 10 new indices of effective learning (e.g., student engagement, learning prerequisites)
2011 An Excellent Opportunity

• Advance our thinking
  – Operationally
  – Substantively
  – Empirically

• Enhance our data
Final review *PIRLS 2011 Assessment Framework*

Reviewed all field test passages, items, scoring guides for PIRLS and prePIRLS

Reviewed revised field test questionnaires

Presented an overview of the survey operations procedures for administering PIRLS and TIMSS in 2011 and the field test

Decided to suspend development of web-based reading assessment until PIRLS 2016
PIRLS 2011 Assessment Framework

Published, August 2009
PIRLS Reading Comprehension Assessment Framework

Purposes for Reading

– Literary experience (50%)
– Acquire and use information (50%)

Process of Comprehension

– Focus on and retrieve explicitly stated information (20%)
– Make straightforward inferences (30%)
– Interpret and integrate ideas and information (30%)
– Examine and evaluate content, language, and textual elements (20%)
prePIRLS - Same Framework with Different Emphases on Processes

Purposes for Reading
- Literary experience (50%)
- Acquire and use information (50%)

Process of Comprehension
- Focus on and retrieve explicitly stated information (50%)
- Make straightforward inferences (25%)
- Interpret and integrate ideas and information AND Examine and evaluate content, language, and textual elements (25%)
Scope of PIRLS 2011 Assessment

• 10 reading passages

• Total Assessment Time
  – 6 hours, 40 minutes

• Assessment Time per Student
  – 80 Minutes
  – Two 40-minute Sessions with Break
  – One Passage per Session

• 13 booklets in total
**Scope of prePIRLS Assessment**

- prePIRLS based on PIRLS Reading Comprehension Framework and design
  - Literary and informational passages (6 passages)
  - Shorter passages (300-400 words)
  - Focuses on retrieval and straightforward inferencing
  - Items distributed throughout text
  - Same assessment time per student as PIRLS

- Same background questionnaires as PIRLS
Contextual Framework for Developing Children’s Reading Literacy
National and Community Contexts

- Languages and emphasis on literacy
- Demographics and resources
- Organization and structure of the education system
- The reading curriculum in the primary grades
Home Contexts

- Economic, social, and educational resources
- Parental emphasis on literacy development
- Parents’ reading behaviors and attitudes
School Contexts

• School characteristics
• School organization for instruction
• School climate for learning
• School resources
• Parental involvement
Classroom Contexts

- Teacher education and development
- Teacher characteristics and attitudes
- Classroom characteristics
- Instructional materials and technology
- Instructional strategies and activities
- Assessment
Student Characteristics and Attitudes

- Student reading literacy behaviors
- Positive attitudes toward reading
- Student attitudes toward learning to read
Scope of PIRLS 2011 Assessment

Questionnaires:
- Parents
- Students
- Teachers (new online option)
- Schools (new online option)
- Curriculum (online)

Encyclopedia – Chapter for Each Country
Preparing for the Field test - 2010

July – Posted all PIRLS 2011 field test passages and items on web

Sept – Began field test translation and layout verification

Sept – Posted field test questionnaires for review

October – Posted final field test questionnaires

December – Post prePIRLS field test passages and items

January – 4th NRC meeting, London, to conduct constructed-response scoring training for field test
Upcoming Schedule Highlights

2010

March 1 - April 15

*** Conduct Field Test ***

May 15  All field test data to IEA DPC
Upcoming Schedule Highlights

2010

June  3\textsuperscript{rd} RDG meeting to review field test results and recommend assessment items

July  3\textsuperscript{rd} QDG meeting with TIMSS QIRC to review field test results and recommend questionnaires
Upcoming Schedule Highlights

2010

July  
5th NRC meeting, Zagreb, to agree on assessment items and scoring guides

August  
Assessment items and scoring guides finalized and distributed to NRCs
Upcoming Schedule Highlights

*** Data Collection ***

October-December 2010
Southern Hemisphere

March-June 2011
Northern Hemisphere

*** Data Collection ***
Assessment Frameworks and Field Test Development

Ina V.S. Mullis and Michael O. Martin
50th IEA General Assembly
Tallinn, 5-8 October, 2009