

# United Arab Emirates, United Arab Emirates, Argentina, Australia, Austria, Azerbaijan, Belgium, Bulg - Progress in International Reading and Literacy Study 2011

**International Association for Educational Attainment, International Study Centre**

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## Overview

### Identification

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#### ID NUMBER

WLD\_2010\_PIRLS\_v01\_M

### Version

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#### VERSION DESCRIPTION

- v01

#### PRODUCTION DATE

2011-02-11

#### NOTES

DataFirst downloaded a version of the PIRLS data (as prepared by IEA) on the 31st of August 2015. This dataset was originally made available as 399 separate datafiles that were defined by area of assessment and datafile type (Student Achievement File, Student Background File, Teacher Background File, Home Background File, School Background File, Student-Teacher Linkage File, and PIRLS Within-country Scoring Reliability File). That is, 57 areas and 7 separate datafile types (57 multiplied by 7 yields 399). All datafiles of the same type were combined to yield seven separate datafiles which contained all areas. This is the first version of such a dataset hosted by DataFirst.

### Overview

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#### ABSTRACT

The PIRLS 2011 aimed to generate a database of student achievement data in addition to information on student, parent, teacher, and school background data for the 57 areas that participated

#### KIND OF DATA

Sample survey data [ssd]

#### UNITS OF ANALYSIS

Units of analysis in the study are schools, students, parents and teachers

### Scope

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#### NOTES

The PIRLS 2011 contains information on the following:

- Student achievement(in PIRLS designed test)
- Teacher background
- Student background
- School background
- Parent background

### Coverage

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## GEOGRAPHIC COVERAGE

In 2011, nationally representative samples of students in 49 countries participated in PIRLS and prePIRLS. Forty-five countries assessed fourth grade students, and some countries participated in one or more of the other available options initiated in 2011 to permit wider participation at the end of the primary school cycle: four countries assessed their sixth-grade students; and three countries participated in prePIRLS, a less difficult version of PIRLS inaugurated in 2011 to be a stepping stone to PIRLS. In addition, PIRLS 2011 included nine benchmarking participants, mostly regions of countries that also participated in PIRLS, including three Canadian provinces, two Emirates, the Andalusian region of Spain, and the US state of Florida. Malta and South Africa used benchmarking to collect information relevant to their language of instruction policies.

## UNIVERSE

PIRLS is a study of student achievement in reading comprehension in primary school and is targeted at the grade level in which students are at the transition from learning to read to reading to learn, which is the fourth grade in most countries. The formal definition of the PIRLS target population makes use of UNESCO's International Standard Classification of Education (ISCED) in identifying the appropriate target grade:

"...all students enrolled in the grade that represents four years of schooling, counting from the first year of ISCED Level 1, providing the mean age at the time of testing is at least 9.5 years. For most countries, the target grade should be the fourth grade, or its national equivalent."

As a new initiative in 2011, prePIRLS was developed as a less difficult version of PIRLS to provide more assessment options for developing countries where students may not be prepared for the demands of PIRLS. prePIRLS is based on the same view of reading comprehension as PIRLS but is designed to assess basic reading skills that are a prerequisite for success on PIRLS. Botswana, Colombia, and South Africa administered prePIRLS to their fourth grade students. Colombia also administered PIRLS to the same fourth grade students, providing the basis for a link between the PIRLS and prePIRLS scales.

## Producers and Sponsors

### PRIMARY INVESTIGATOR(S)

Name	Affiliation
International Association for Educational Attainment	
International Study Centre	Boston College

### FUNDING

Name	Abbreviation	Role
National Centre for Education Statistics of the U.S. Department of Education	NCES	
UK's National Foundation for Educational Research		

## Metadata Production

### METADATA PRODUCED BY

Name	Abbreviation	Affiliation	Role
DataFirst		University of Cape Town	Metadata producer

### DATE OF METADATA PRODUCTION

2018-09-17

### DDI DOCUMENT VERSION

Version 1.0 (September 2018) Identical to DataFirst "int-iea-pirls-2011-v1" (2015-11-16) except for the ID, DDI fields, Series Information and Geographic Coverage which were updated.

### DDI DOCUMENT ID

DDI\_WLD\_2010\_PIRLS\_v01\_M

## Sampling

### Sampling Procedure

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The basic sample design used in PIRLS 2011 was a two-stage stratified cluster design, with the first stage consisting of a sample of schools, and the second stage consisting of a sample of intact classrooms from the target grade in the sampled schools. Intact classes of students are sampled rather than individuals from across the grade level or of a certain age because PIRLS pays particular attention to students' curricular and instructional experiences.

Each country participating in PIRLS 2011 needed a plan for defining its national target population and applying the TIMSS and PIRLS sampling methods to achieve a nationally representative sample of schools and students. The development and implementation of the national sampling plan is a collaborative exercise involving the country's National Research Coordinator (NRC) and the PIRLS sampling experts.

### Response Rate

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For a full table of school participation rates, which vary by country, please see Appendix C on page 262 of the PIRLS 2011 Report.

# Questionnaires

## Overview

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### - PIRLS Background Questionnaires

By gathering information about children's experiences together with reading achievement on the PIRLS test, it is possible to identify the factors or combinations of factors that relate to high reading literacy. An important part of the PIRLS design is a set of questionnaires targeting factors related to reading literacy. PIRLS administered four questionnaires: to the tested students, to their parents, to their reading teachers, and to their school principals.

### - Student Questionnaire

Each student taking the PIRLS reading assessment completes the student questionnaire. The questionnaire asks about aspects of students' home and school experiences – including instructional experiences and reading for homework, self-perceptions and attitudes towards reading, out-of-school reading habits, computer use, home literacy resources, and basic demographic information.

### - Learning to Read (Home) Survey

The learning to read survey is completed by the parents or primary caregivers of each student taking the PIRLS reading assessment. It addresses child-parent literacy interactions, home literacy resources, parents' reading habits and attitudes, homeschool connections, and basic demographic and socioeconomic indicators.

### - Teacher Questionnaire

The reading teacher of each fourth-grade class sampled for PIRLS completes a questionnaire designed to gather information about classroom contexts for developing reading literacy. This questionnaire asks teachers about characteristics of the class tested (such as size, reading levels of the students, and the language abilities of the students). It also asks about instructional time, materials and activities for teaching reading and promoting the development of their students' reading literacy, and the grouping of students for reading instruction. Questions about classroom resources, assessment practices, and home-school connections also are included. The questionnaire also asks teachers for their views on opportunities for professional development and collaboration with other teachers, and for information about their education and training.

### - School Questionnaire

The principal of each school sampled for PIRLS responds to the school questionnaire. It asks school principals about enrollment and school characteristics (such as where the school is located, resources available in the surrounding area, and indicators of the socioeconomic background of the student body), characteristics of reading education in the school, instructional time, school resources (such as the availability of instructional materials and staff), home-school connections, and the school climate.

## Data Collection

### Data Collection Dates

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Start	End	Cycle
2010-10-01	2010-12-31	Southern Hemisphere
2011-03-01	2011-06-03	Northern Hemisphere

### Data Collection Mode

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Face-to-face [f2f]

### Data Collection Notes

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Each country was responsible for carrying out all aspects of the data collection, using standardized procedures developed for the study. Manuals provided explicit instructions to the NRCs and their staff members on all aspects of the data collection – from contacting sampled schools to packing and shipping materials to the IEA Data Processing Center for processing and verification. Manuals were also prepared for test administrators and for individuals in the sampled schools who work with the national centers to arrange for the data collection within the schools. These manuals addressed all aspects of the assessment administration within schools (including test security, distribution of booklets, timing and conduct of the testing session, and returning materials to the national center).

### Questionnaires

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## Data Processing

No content available

## Data Appraisal

No content available





# Documentation

## Questionnaires

### PIRLS 2011 User Guide Supplement 1

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Title	PIRLS 2011 User Guide Supplement 1
Date	2013-01-01
Country	United States
Language	English
Description	International Version of the PIRLS 2011 Background Questionnaires and Curriculum Questionnaire
Filename	P11_UG_Supplement1.pdf

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## Reports

### PIRLS 2011 International Results in Reading

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Title	PIRLS 2011 International Results in Reading
Language	English
Filename	P11_IR_FullBook.pdf

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## Technical documents

### PIRLS 2011 User Guide for the International Database

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Title	PIRLS 2011 User Guide for the International Database
Date	2013-01-01
Country	United States
Description	This User Guide describes the content and format of the data in the PIRLS 2011 International Database
Filename	P11_UserGuide.pdf

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### PIRLS 2011 User Guide for the International Database - Supplement 2

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Title	PIRLS 2011 User Guide for the International Database - Supplement 2
Date	2013-01-01
Country	United States
Description	This supplement describes national adaptations made to the international version of the PIRLS/prePIRLS 2011 background questionnaires
Filename	P11_UG_Supplement2.pdf

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### PIRLS 2011 User Guide for the International Database - Supplement 3

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Title	PIRLS 2011 User Guide for the International Database - Supplement 3
Date	2013-01-01

Country	United States
Description	This supplement contains documentation on all the derived variables contained in the PIRLS and prePIRLS 2011 data files that are based on background questionnaire variables.
Filename	P11_UG_Supplement3.pdf

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## **PIRLS 2011 User Guide for the International Database - Supplement 4**

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Title	PIRLS 2011 User Guide for the International Database - Supplement 4
Date	2013-01-01
Country	United States
Description	This supplement contains documentation on the explicit and implicit stratification variables included in the PIRLS 2011 data files.
Filename	P11_UG_Supplement4.pdf

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