

PROGRESS IN INTERNATIONAL READING LITERACY STUDY

# PIRLS

# S3

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## PIRLS 2006 User Guide Supplement 3 for the International Database



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# Supplement 3

## *Derived Background Variables*

### **S3.1 Overview**

This supplement contains documentation on all the derived variables contained in the PIRLS 2006 data files that are based on background questionnaire variables. These variables were used to report background data in the PIRLS 2006 International Report, and are made available as part of this database to be used in secondary analyses. There are four sections of this supplement corresponding to each background questionnaire from which the reporting variables are derived.

- Section 1: Student Questionnaire
- Section 2: Home Questionnaire (Learning to Read Survey)
- Section 3: Teacher Questionnaire
- Section 4: School Questionnaire

Each section lists the derived variables in the order that they appear in the International Report. For each derived variable, the following information is provided.

- Derived Variable Name
- Variable Label
- International Report Exhibit: The number and title of the international report exhibit containing the derived variable
- Procedure: A description of how the derived variable was computed, including the names and locations of the source variables used to create it
- Trend Comments: Information about how the derived variable was reported in PIRLS 2001, if applicable

### **S3.2 Derived Variable Naming Convention**

Derived variables are named according to the location of the source variables used to calculate the derived variable. These are listed below.

ASDG\*\*\* Derived variable using variables from the Student Questionnaire

ASDH\*\*\* Derived variable using variables from the Home Questionnaire

ATDG\*\*\* Derived variable using variables from the Teacher Questionnaire

ACDG\*\*\* Derived variable using variables from the School Questionnaire

The only exception to these conventions is the derived variable ASDHHER, which is comprised of variables from both the student and home questionnaires.

### **S3.3 Missing Rules for Derived Variables**

When calculating derived variables, students were only included if they had valid responses for at least 2/3 of the source variables. Students who did not have responses for 2/3 of the source variables were considered missing for the derived variable.

**Derived Variable Name:** ASDHHER

**Variable Label:** Index Home Educational Resources (HER)

**International Report Exhibit:** 3.2 Index of Home Educational Resources (HER) with Trends

**Procedure:**

Based on responses to the following questions from the Student and Home Questionnaires:

About how many books are there in your home? (SQ20, ASBGBOOK)

Response options: 0-10; 11-25; 26-100; 101-200; more than 200

About how many children's books are there in your home? (HQ16, ASBHCHBK)

Response options: 0-10; 11-25; 26-50; 51-100; more than 100

Do you have any of these things in your home?:

Computer (SQ21a, ASBGTA1),

Study Desk/Table for Own Use (SQ21b, ASBGTA2),

Books of Your Very Own (SQ/21c, ASBGTA3),

Daily Newspaper (SQ21d, ASBGTA4)

Response options: Yes; No

Please note that these educational aids were treated as one variable for the calculation of the index.

Highest level of education of either parent (HQ18, ASDHEDUP):

Response options: Finished University or higher; Finished Post-Secondary Education but not University; Finished Upper-secondary; Finished Lower-Secondary; Finished some primary or lower-secondary or did not go to school

Please see the description of ASDHEDUP for an explanation of how this derived variable was created.

1 = High = Student responded "101-200" or "more than 200" to ASBGBOOK and "Yes" to 3 or more of the variables ASBGPS1/ASBGTA1 - ASBGPS4/ASBGTA4; Parents responded "Finished university or higher" to ASDHEDUP and "26-50", "51-100", or "more than 100" to ASBHCHBK

3 = Low = Student responded "0-10" or "11-25" to ASBGBOOK and "Yes" to 2 or fewer of the variables ASBGPS1/ASBGTA1 - ASBGPS4/ASBGTA4; Parents responded "Finished some primary or lower-secondary or did not go to school" to ASDHEDUP and "0-10" or "11-25" to ASBHCHBK

2= Medium = All other response combinations

**Trend Comments:**

Released in 2001

**Derived Variable Name:** ASDGBRN

**Variable Label:** Students' Parents Born in Country

**International Report Exhibit:** 3.12 Students' Parents Born in Country with Trends

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**Procedure:**

Based on responses to the following questions from the Student Questionnaire:

Was your mother born in <country>? (SQ23, ASBGBRNM)

Was your father born in <country>? (SQ24, ASBGBRNF)

Response options: Yes; No; I don't know

1 = Both = Responded "Yes" to ASBGBRNM and ASBGBRNF

2 = Either = Responded "Yes" to ASBGBRNM or ASBGBRNF

3 = Neither = Responded "No" to ASBGBRNM and ASBGBRNF

If response to both variables was "I don't know", ASDGBRN was set to missing.

**Trend Comments:**

Released in 2001

**Derived Variable Name:** ASDGSATR

**Variable Label:** Index Students' Reading Attitudes (SATR)

**International Report Exhibit:** 4.1 Index of Students' Attitudes Toward Reading (SATR) with Trends

**Procedure:**

Based on responses to the following questions in the Student Questionnaire:

I read only if I have to (SQ14a, ASBGRST1)

I like talking about books with other people (SQ14b, ASBGRST2)

I would be happy if someone gave me a book as a present (SQ14c, ASBGRST3)

I think reading is boring (SQ14d, ASBGRST4)

I enjoy reading (SQ14f, ASBGRST6)

Response options: Agree a lot; Agree a little; Disagree a little; Disagree a lot

Compute average of items 14a-d and 14f, with "Agree a lot" = 1; "Agree a little" = 2; "Disagree a little" = 3;

"Disagree a lot" = 4

Reverse code 14a and 14d

1 = High = Average of 1 to less than 2

2 = Medium = Average of 2 through 3

3 = Low = Average of greater than 3 through 4

**Trend Comments:**

Released in 2001

**Derived Variable Name:** ASDGSRSC

**Variable Label:** Index Students' Reading Self Cncpt (SRSC)

**International Report Exhibit:** 4.2 Index of Students' Reading Self-Concept (SRSC) with Trends

**Procedure:**

Based on responses to the following questions in the Student Questionnaire:

Reading is very easy for me (SQ15a, ASBGRD1)

I do not read as well as other students in my class (SQ15b, ASBGRD2)

When I am reading by myself, I understand almost everything I read (SQ15c, ASBGRD3)

I read slower than other students in my class (SQ15d, ASBGRD4)

Response options: Agree a lot; Agree a little; Disagree a little; Disagree a lot

Compute average of items SQ15a-d with "Agree a lot" = 1; "Agree a little" = 2; "Disagree a little" = 3;

"Disagree a lot" = 4

Reverse code 15b and 15d

1 = High = Average of 1 to less than 2

2 = Medium = Average of 2 through 3

3 = Low = Average of greater than 3 through 4

**Trend Comments:**

Originally released in 2001 as ASDGSELF using a different set of variables (ASBGRAB1, ASBGRAB2, ASBGRAB4). To be comparable with the 2006 definition, the 2001 version of the index was recomputed and released as ASDGSRSC in the updated version of the 2001 database. Please note that ASBGRD4 is a new variable added to the index in P06 and is not included in P01 index calculations.

**Procedure:**

Based on responses to the following questions in the Student Questionnaire:

How often do you do these things outside of school?

I read to find out about things I want to learn (3f, ASBGTOC6)

How often do you read these things outside of school?

I read books that explain things (SQ4c, ASBGRT03)

I read magazines (SQ4d, ASBGRT04)

I read newspapers (SQ4e, ASBGRT05)

I read directions or instructions (SQ4f, ASBGRT06)

I read brochures and catalogs (SQ4g, ASBHRT07)

Response options: Every day or almost every day; Once or twice a week; Once or twice a month; Never or almost never

Compute average of SQ3f, SQ4c-g with "Every day or almost every day" = 1; "Once or twice a week" = 2; "Once or twice a month" = 3; and "Never or almost never" = 4.

1 = Every day or almost every day = Average of 1 to less than 1.75

2 = Once or twice a week = Average of 1.75 through 2.5

3 = Once or twice a month = Average of greater than 2.5 through 3.25

4 = Never or almost never = Average of greater than 3.25 through 4

**Trend Comments:**

Released in 2001. Please note that ASBHRT07 is a new variable added to the index in P06 and is not included in the P01 index calculations.

**Derived Variable Name:** ASDGTHC

**Variable Label:** Stds Rprts On Stds Reading Aloud in Class

**International Report Exhibit:** 6.13 Students' Reports About Students Reading Aloud in Class

**Procedure:**

Based on response to the following questions in the Student Questionnaire:

In school, how often do these things happen?

I read aloud to the whole class (StQ6b, ASBGTHC2)

I read aloud to a small group of students in my class (StQ6c, ASBGTHC3)

Response options: Every day or almost every day; Once or twice a week; Once or twice a month; Never or almost never.

Compute average of 6b and 6c, with "Never or almost never" = 4; "Once or twice a month" = 3;

"Once or twice a week" = 2; and "Every day or almost every day" = 1.

1 = Every day or almost every day = Average of 1 to less than 1.75

2 = Once or twice a week = Average of 1.75 through 2.5

3 = Once or twice a month = Average of greater than 2.5 through 3.25

4 = Every day or almost every day = Average of greater than 3.25 through 4

**Trend Comments:**

Released in 2001 as ASDGTIC

**Derived Variable Name:** ASDGTHC2

**Variable Label:** Stdnts Reports About Independent Reading

**International Report Exhibit:** 6.14 Students' Reports About Independent Reading

**Procedure:**

Based on responses to the following questions in the Student Questionnaire:

In school, how often do these things happen?

I read silently on my own (StQ6d, ASBGTHC4)

I read books that I choose myself (StQ6e, ASBGTHC5)

Response options: Every day or almost every day; Once or twice a week; Once or twice a month; Never or almost never.

Compute average 6d and 6e with "Never or almost never" = 4; "Once or twice a month" = 3;

"Once or twice a week" = 2; and "Every day or almost every day" = 1

1 = Every day or almost every day = Average of 1 to less than 1.75

2 = Once or twice a week = Average of 1.75 through 2.5

3 = Once or twice a month = Average of greater than 2.5 through 3.25

4 = Every day or almost every day = Average of greater than 3.25 through 4

**Trend Comments:**

Released in 2001 as ASDGTIC2

**Derived Variable Name:** ASDGSSS

**Variable Label:** Index of Student Safety in Schools (SSS)

**International Report Exhibit:** 7.15 Index of Student Safety in School (SSS)

**Procedure:**

Based on responses to the following questions in the Student Questionnaire:

What do you think about your school? Tell how much you agree with these statements.

I feel safe when I am at school. (SQ16c, ASBGCT3)

Response options : Agree a lot, Agree a little, Disagree a little, Disagree a lot

Did any of these things happen at school during the last month (as far as you know)? At school...

Something was stolen from me (SQ17a, ASBGSSTL)

Something was stolen from someone in my class (SQ17b, ASBGOSTL)

I was bullied by another student (SQ17c, ASBGSBUL)

Someone in my class was bullied by another student (SQ17d, ASBGOBUL)

I was injured by another student (SQ17e, ASBGSHRT)

Someone in my class was injured by another student (SQ17f, ASBGOHRT)

Response options: Yes; No

Combine 17a,c, and e to create "self" intermediate variable (ranging from 0 (indicating "no" to all variables) to 3 (indicating "yes" to all variables). Combine 17b, d, and f to create "class" intermediate variable (ranging from 0 (indicating "no" to all variables) to 3 (indicating "yes" to all variables).

Treat 16c as "Agree a lot" = 1; "Agree a little" = 2; "Disagree a little" = 3; "Disagree a lot" = 4

1 = High = Class is less than or equal to 1; Self is less than or equal to 1; 16c is less than or equal to 2

3 = Low = Class is greater than or equal to 2; Self is greater than or equal to 2; 16c is greater than or equal to 3

2 = Medium = All other response combinations

**Trend Comments:**

**Derived Variable Name:** ASDGSPSC

**Variable Label:** Index Studnts' Prcptn School Clmt (SPSC)

**International Report Exhibit:** 7.16 Index of Principals' Perception of School Safety (PPSS) with Trends

**Procedure:**

Based on responses to the following questions in the School Questionnaire:

To what degree is each of the following a problem in your school?

Classroom disturbance (SCQ23c, ACBGPB3)

Cheating (SCQ23d, ACBGPB4)

Profanity (SCQ23e, ACBGPB5)

Vandalism (SCQ23f, ACBGPB6)

Theft (SCQ23g, ACBGPB7)

Intimidation or verbal abuse of other students (SCQ23h, ACBGPB8)

Physical conflicts among students (SCQ23i, ACBGPB9)

Response options: Not a Problem; Minor Problem; Moderate Problem; Serious Problem

Computer average across SCQ23d-i, with "Not a Problem" = 1; "Minor Problem" = 2; "Moderate Problem" = 3; "Serious Problem" = 4

1 = High = Average less than 2

2 = Medium = Average of 2 through 3

3 = Low = Average greater than 3

**Trend Comments:**

**Derived Variable Name:** ATDGRA

**Variable Label:** Teachers Use a Variety of Org Approaches

**International Report Exhibit:** 5.15 Organization of Students for Reading Instruction

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**Procedure:**

Based on the following questions from the Teacher Questionnaire:

When you have reading instruction and/or do reading activities, how often do you organize students in the following ways?

I teach reading as a whole-class activity (TQ11a, ATBGRA01)

I create same-ability groups (TQ11b, ATBGRA02)

I create mixed-ability groups (TQ11c, ATBGRA03)

I use individualized instruction for reading (TQ11d, ATBGRA04)

Students work independently on an assigned plan or goal (TQ11e, ATBGRA05)

Students work independently on a goal they choose themselves (TQ11f, ATBGRA06)

Response options: Always or almost always; Often; Sometimes; Never

1 = Responded "Often" or "Always or almost always" to 2 or more of the options A-F

2 = Responded "Often" or "Always or almost always" to 1 or fewer of the options A-F

**Trend Comments:**

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**Derived Variable Name:** ATDGDIF1

**Variable Label:** Remedial Reading Specialist Available

**International Report Exhibit:** 5.18 Availability of Specialists

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**Procedure:**

Based on the following questions from the Teacher Questionnaire:

Are the following resources available to you to deal with students who have difficulty with reading?

A <reading specialist> is available to work in my classroom with those students (TQ23a, ATBGDIF1)

A <reading specialist> is available to work in a <remedial reading classroom> with those students  
(TQ23b, ATBGDIF2)

Response options: Always; Sometimes; Never

1 = Always = Responded "Always" to ATBGDIF1 or ATBGDIF2

2 = Sometimes = Responded "Sometimes" to ATBGDIF1 and ATBGDIF2, or responded "Sometimes" to ATBGDIF1  
or ATBGDIF2 and "Never" to ATBGDIF1 or ATBGDIF2

3 = Never = Responded "Never" to ATBGDIF1 and ATBGDIF2

**Trend Comments:**

Released in 2001

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**Derived Variable Name:** ATDGDIF2

**Variable Label:** No Access to Any Specialist

**International Report Exhibit:** 5.18 Availability of Specialists

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**Procedure:**

Based on teachers' responses to the following questions:

Are the following resources available to you to deal with students who have difficulty with reading?

A <reading specialist> is available to work in my classroom with those students. (TQ23a, ATBGDIF1)

A <reading specialist> is available to work in a <remedial reading classroom> with those students.

(TQ23b, ATBGDIF2)

Other professionals (e.g., learning specialist, speech therapist) are available to work with those students. (TQ23d,

ATBGDIF4)

Response categories: Always; Sometimes; Never

1 = Responded "Never" to ATBGDIF1, ATBGDIF2, and ATBGDIF4

0 = Responded "Always" or "Sometimes" to ATBGDIF1, ATBGDIF2, or ATBGDIF4

**Trend Comments:**

Released in 2001

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**Derived Variable Name:** ATDGEAR

**Variable Label:** Tchrs Forml Educ Other Areas of Emphasis

**International Report Exhibit:** 6.2 Areas of Emphasis in Teachers' Formal Education and Training

**Procedure:**

Based on responses to the following questions from the Teacher Questionnaire:

As part of your formal education and/or training, to what extent did you study the following areas?

<Language of test> language (TQ35a, ATBGEAR1)

Literature (TQ35b, ATBGEAR2)

Pedagogy/teaching reading (TQ35c, ATBGEAR3)

Psychology (TQ35d, ATBGEAR4)

Remedial reading (TQ35d, ATBGEAR4)

Reading theory (TQ35f, ATBGEAR6)

Children's language development (TQ35g, ATBGEAR7)

Special education (TQ35h, ATBGEAR8)

Second language learning (TQ35i, ATBGEAR9)

Response options: Not at all; Overview or introduction to topic; It was an area of emphasis

0 = No Other Related Area = Responded "Not at all" or "Overview or introduction to topic" to all of the variables  
ATBGEAR1-ATBGEAR9

1 = One Other Related Area = Responded "It was an area of emphasis" for 1 of the variables  
ATBGEAR1-ATBGEAR9

2 = Two Other Related Areas = Responded "It was an area of emphasis" for 2 of the variables  
ATBGEAR1-ATBGEAR9

3 = Three or More Other Related Areas = Responded "It was an area of emphasis" for 3 or more of the variables  
ATBGEAR1-ATBGEAR9

**Trend Comments:**

Not released in 2001

**Procedure:**

Based on responses to the following questions from the Teacher Questionnaire:

As part of your formal education and/or training, to what extent did you study the following areas?

<Language of test> language (TQ35a, ATBGEAR1)

Literature (TQ35b, ATBGEAR2)

Pedagogy/teaching reading (TQ35c, ATBGEAR3)

Response options: Not at all; Overview or introduction to topic; It was an area of emphasis

0 = None of the three categories = Responded "Not at all" or "Overview or introduction to topic" to each of the variables ATBGEAR1-ATBGEAR3

1 = Pedagogy With Language and/or Literature = Responded "It was an area of emphasis" to ATBGEAR3 and ATBGEAR1 and/or ATBGEAR2

2 = Pedagogy Without Language and/or Literature = Responded "It was an area of emphasis" to ATBGEAR3, and responded "Not at all" or "Overview or introduction to topic" to ATBGEAR1 and ATBGEAR2

3 = Language and/or Literature Without Pedagogy = Responded "It was an area of emphasis" to ATBGEAR1 and/or ATBGEAR2, and responded "Not at all" or "Overview or introduction to topic" to ATBGEAR3

**Trend Comments:**

**Derived Variable Name:** ATDGRTXF

**Variable Label:** Use of Fiction for Reading Instruction

**International Report Exhibit:** 6.7 Teachers' Use of Literary Texts for Reading Instruction

6.9 Trends in Teachers' Use of Literary and Informational Texts for Reading Instruction

**Procedure:**

Based on responses to the following questions from the Teacher Questionnaire:

When you have reading instruction and/or do reading activities with the students, how often do you have them read the following types of text?

Short stories (TQ13a, ATBGRTX1)

Longer books with chapters (fiction) (TQ13b, ATBGRTX2)

Poems (TQ13c, ATBGRTX3)

Plays (TQ13d, ATBGRTX4)

Response options: Every day or almost every day; Once or twice a week; Once or twice a month; Never or almost never

1 = At Least Weekly = Responded "Every day or almost every day" or "Once or twice a week" to any of the variables ATBGRTX1-ATBGRTX4

2 = Less Than Weekly = Responded "Once or twice a month" or "Never or almost never" to all of the variables ATBGRTX1-ATBGRTX4

**Trend Comments:**

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**Derived Variable Name:** ATDGRTXN

**Variable Label:** Use of Nonfiction for Reading Instruction

**International Report Exhibit:** 6.8 Teachers' Use of Informational Texts for Reading Instruction

6.9 Trends in Teachers' Use of Literary and Informational Texts for Reading Instruction

**Procedure:**

Based on responses to the following questions from the Teacher Questionnaire:

When you have reading instruction and/or do reading activities with the students, how often do you have them read the following types of text?

Descriptions and explanations about things, people, or events (non-fiction) (TQ13e, ATBGRTX5)

Instructions or manuals about how things work (TQ13f, ATBGRTX6)

Charts, diagrams, graphs (TQ13g, ATBGRTX7)

Response options: Every day or almost every day; Once or twice a week; Once or twice a month; Never or almost never

1 = At Least Weekly = Responded "Every day or almost every day" or "Once or twice a week" to any of the variables ATBGRTX5-ATBGRTX7

2 = Less Than Weekly = Responded "Once or twice a month" or "Never or almost never" to all of the variables ATBGRTX5-ATBGRTX7

**Trend Comments:**

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**Derived Variable Name:** ATDGRFH

**Variable Label:** Index of Reading for Homework (RFH)

**International Report Exhibit:** 6.23 Index of Reading for Homework (RFH) with Trends

**Procedure:**

Based on responses to the following questions from the Teacher Questionnaire:

How often do you assign reading as part of homework (for any subject)? (TQ21, ATBGHWR1)

Response options: I do not assign reading for homework; Less than once a week; 1-2 times a week; 3-4 times a week; Every day

In general, how much time do you expect students to spend on homework involving reading (for any subject) each time you assign it? (TQ22, ATBGHWR2)

Response options: 15 minutes or less; 16-30 minutes; 31-60 minutes; more than 60 minutes

1 = High = Responded "31-60 minutes" or "more than 60 minutes" to ATBGHWR2 and "1-2 times a week", "3-4 times a week", or "Every day" to ATBGHWR1

3 = Low = Responded "15 minutes or less" or "16-30 minutes" to ATBGHWR2 and "I do not assign reading for homework" or "Less than once a week" to ATBGHWR1

2 = Medium = All other response combinations

**Trend Comments:**

Released in 2001 as ATDGRHW

**Derived Variable Name:** ATDGTCS

**Variable Label:** Index Teacher Career Satisfaction (TCS)

**International Report Exhibit:** 7.13 Index of Teacher Career Satisfaction (TCS)

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**Procedure:**

Based on responses to the following questions from the Teacher Questionnaire:

How much do you agree with the following statements?

I am content with my profession as a teacher (TQ41a, ATBGSAT1)

I am satisfied with being a teacher at this school (TQ41b, ATBGSAT2)

I would describe the teachers at this school as a satisfied group (TQ41c, ATBGSAT3)

I had more enthusiasm when I began teaching than I have now (TQ41d, ATBGSAT4)

I do important work as a teacher (TQ41e, ATBGSAT5)

Response options: Agree a lot; Agree a little; Disagree a little; Disagree a lot

Compute average of items 41a-e, with "Agree a lot" = 1; "Agree a little" = 2; "Disagree a little" = 3;

"Disagree a lot" = 4

Reverse code 41d

1 = High = Average of 1 to less than 2

2 = Medium = Average of 2 to less than 3

3 = Low = Average of 3 through 4

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**Trend Comments:**

**Derived Variable Name:** ASDHEHLA

**Variable Label:** Index Early Home Literacy Actvts (EHLA)

**International Report Exhibit:** 3.1 Index of Early Home Literacy Activities (EHLA) with Trends

**Procedure:**

Based on responses to the following questions in the Home Questionnaire:

Before your child began <ISCED Level 1>, how often did you or someone else in your home do the following activities with him or her?

Read books (HQ2a, ASBHHA01)

Tell stories (HQ2b, ASBHHA02)

Sing songs (HQ2c, ASBHHA03)

Play with alphabet toys (HQ2d, ASBHHA04)

Play word games (HQ2/2g, ASBHHA07)

Read aloud signs and labels (HQ2i, ASBHHA09)

Response options: Often; Sometimes; Never or almost never

Compute average of responses to 2a-d, g, and i, with "Often" = 1; "Sometimes" = 2; and "Never or almost never" = 3

1 = High = Average of 1 to less than 1.67

2 = Medium = Average of 1.67 through 2.33

3 = Low = Average greater than 2.33 through 3

**Trend Comments:**

Released in 2001 as ASDHHLA

**Derived Variable Name:** ASDHEDUP

**Variable Label:** Parents' Highest Education Level

**International Report Exhibit:** 3.2 Index of Home Educational Resources with Trends

3.5 Highest Level of Education of Either Parent

**Procedure:**

Based on responses to the following questions in the Home Questionnaire:

What is the highest level of education completed by the child's father (or stepfather or male guardian) and mother (or stepmother or female guardian)? (HQ18, ASBHLEDF, ASBHLEDM)

Response options: Some <ISCED Level 1 or 2> or did not go to school; <ISCED Level 2>; <ISCED Level 3>; <ISCED Level 4>; <ISCED Level 5b>; <ISCED Level 5a, first degree>; Beyond <ISCED Level 5a, first degree>; Not applicable

Collapse the response options above into the following categories:

1 = Finished University or higher = <ISCED Level 5a, first degree> or Beyond <ISCED Level 5a, first degree>

2 = Finished Post-Secondary Education but not University = <ISCED Level 4> or <ISCED Level 5b>

3 = Finished Upper-secondary = <ISCED Level 3>

4 = Finished Lower-Secondary = <ISCED Level 2>

5 = Finished some primary or lower-secondary or did not go to school = Some <ISCED Level 1 or 2> or did not go to school

Using these categories, the smaller value (i.e., higher education level) of the variables ASBHLEDF and ASBHLEDM is retained. If both responses are "Not applicable", ASDHEDUP is set to missing.

**Trend Comments:**

Released in 2001

**Derived Variable Name:** ASDHPEMP

**Variable Label:** Parents' Employment Situations

**International Report Exhibit:** 3.6 Parents' Employment Situations

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**Procedure:**

Based on responses to the following question in the Home Questionnaire:

Which best describes the employment situation of the child's father (or stepfather or male guardian) and mother (or stepmother or female guardian)? (HQ19, ASBHEMPF, ASBHEMPM)

Response options: Working at least full-time for pay; Working part-time only for pay; Not working for pay, but looking for a job; Other; Not applicable

1 = Both Full Time = Responded "Working at least full-time for pay" to ASBHEMPF and ASBHEMPM

2 = Either Full Time = Responded "Working at least full-time for pay" to ASBHEMPF or ASBHEMPM

3 = Both Less Than Full Time = Responded "Working part-time only for pay" or "Not working for pay, but looking for a job" to ASBHEMPF and ASBHEMPM

4 = Other = Responded "Other" or "Not Applicable" to ASBHEMPF and ASBHEMPM

**Trend Comments:**

Released in 2001

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**Derived Variable Name:** ASDHOCCP

**Variable Label:** Parents' Highest Occupation Level

**International Report Exhibit:** 3.7 Parents' Occupational Level

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**Procedure:**

Based on responses to the following question in the Home Questionnaire:

What kind of work do the child's father (or stepfather or male guardian) and mother (or stepmother or female guardian) do for their main jobs? (HQ20, ASBHMJF, ASBHMJM)

Response options: Has never worked outside the home for pay; Small business owner; Clerk; Service or sales worker; Skilled agricultural or fishery worker; Craft or trade worker; Plant or machine operator; General laborers; Corporate manager or senior official; professional; Technician or associate professional; Not applicable.

Collapse response options above into the following categories:

1 = Professional = Corporate manager or senior official, Professional, or Technician or associate professional

2 = Small business owner = Small business owner

3 = Clerical = Clerk or Service or sales worker

4 = Semi-professional = Skilled agricultural or fishery worker, Craft or trade worker, or Plant or machine operator

5 = General laborer = General laborer

6 = Never worked outside home for pay = Never worked outside home for pay

7 = Not applicable = Not applicable

Using these categories, the smaller value of the variables ASBHMJF and ASBHMJM is retained. "Not applicable" is used only if this category was reported for both variables.

**Trend Comments:**

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**Derived Variable Name:** ASDHPATR

**Variable Label:** Index Parents' Att Toward Reading (PATR)

**International Report Exhibit:** 3.10 Index of Parents' Attitudes Toward Reading (PATR) with Trends

**Procedure:**

Based on responses to the following questions in the Home Questionnaire:

I read only if I have to (HQ14a, ASBHSTM1)

I like talking about books with other people (HQ14b, ASBHSTM2)

I like to spend my spare time reading (HQ14c, ASBHSTM3)

I read only if I need information (HQ14d, ASBHSTM4)

Reading is an important activity in my home (HQ14e, ASBHSTM5)

Response options: Agree a lot; Agree a little; Disagree a little; Disagree a lot

Compute average of responses to 14a-e, with "Agree a lot" = 1, "Agree a little" = 2, "Disagree a little" = 3, "Disagree a lot" = 4.

Reverse coding for 14a and 14d

1 = High = Average of 1 to less than 2

2 = Medium = Average of 2 through 3

3 = Low = Average of greater than 3 through 4

**Trend Comments:**

Released in 2001

**Derived Variable Name:** ASDHAIB

**Variable Label:** Parents on Child's Early Literacy Skills

**International Report Exhibit:** 5.3 How Well Students Could Perform Beginning Literacy Activities When They Entered School with Trends

**Procedure:**

Based on responses to the following questions in the Home Questionnaire:

How well could your child do the following when he/she began <ISCED Level 1>?

Recognize most of the letters of the alphabet (HQ7a, ASBHAIB1)

Read some words (HQ7b, ASBHAIB2)

Read sentences (HQ7c, ASBHAIB3)

Write letters of the alphabet (LTRS5d/7d, ASBHAIB4)

Write some words (HQ7e, ASBHAIB5)

Response options: Very well; Moderately well; Not very well; Not at all

Compute average of responses to 7a-e, with "Very well" = 1; "Moderately well" = 2; "Not very well" = 3;

"Not at all" = 4"

1 = Very well = Average of 1 to less than 1.75

2 = Moderately well = Average of 1.75 through 2.5

3 = Not very well = Average greater than 2.5 through 3.25

4 = Not at all = Average greater than 3.25

**Trend Comments:**

Released in 2001 as ASDHABI. Please note that the scale was reversed in P01 (i.e., 1 = Not at all).

**Derived Variable Name:** ASDHPPSE

**Variable Label:** Parents' Prcptn of Schl Envirnmnt (PPSE)

**International Report Exhibit:** 7.14 Index of Parents' Perceptions of School Environment (PPSE)

**Procedure:**

Based on responses to the following questions in the Home Questionnaire:

What do you think of your child's school?

My child's school includes me in my child's education (SH11a, ASBHTAC1)

My child's school should make a greater effort to include me in my child's education (SH11b, ASBHTAC2)

My child's school cares about my child's progress in school (SH11c, ASBHTAC3)

My child's school does a good job in helping my child become better in reading (SH11d, ASBHTAC4)

Response options: Agree a lot; Agree a little; Disagree a little; Disagree a lot

Compute average of responses to the 11a-d, with "Agree a lot" = 1; "Agree a little" = 2; "Disagree a little" = 3;

"Disagree a lot" = 4

Reverse coding for 11b

1 = High = Average of 1 to less than 2

2 = Medium = Average of 2 through 3

3 = Low = Average greater than 3 through 4

**Trend Comments:**

**Derived Variable Name:** ACDG1GR

**Variable Label:** Percentages of Stdnts wth Early Lit Skills

**International Report Exhibit:** 5.4 Principals' Estimates of the Percentage of Studetnts Entering School Able to Perform Beginning Literacy Skills with Trends

**Procedure:**

Based on responses to the following questions in the School Questionnaire:

About how many of the students in your school can do the following when they begin <first year of formal schooling>?

Recognize most of the letters of the alphabet (SCQ9a, ACBG1GR1)

Read some words (SCQ9b, ACBG1GR2)

Read sentences (SCQ9c, ACBG1GR3)

Write letters of the alphabet (SCQ9d, ACBG1GR4)

Write some words (SCQ9e, ACBG1GR5)

Response options: Less than 25%; 25-50%; 51-75%; More than 75%

Compute average across 9a-e, with "More than 75%" = 1; "51-75%" = 2; "25-50%" = 3; "Less than 25%" = 4

4 = Less than 25% = Average greater than 3.25

3 = 25-50% = Average greater than 2.5 through 3.25

2 = 51-75% = Average 1.75 through 2.5

1 = More than 75% = Average 1 to less than 1.75

**Trend Comments:**

Released in 2001

**International Report Exhibit:** 7.5 Index of Availability of School Resources (ASR) with Trends**Procedure:**

Based on responses to the following questions in the School Questionnaire:

How much is your school's capacity to provide instruction affected by a shortage or inadequacy o the following?

Qualified teaching staff (SCQ18a, ACBGS11)

Teachers with a specialization in reading (SCQ18b, ACBGS12)

Second language teachers (SCQ18c, ACBGS13)

Instructional materials (e.g., textbooks) (SCQ18d, ACBGS14)

Supplies (e.g., papers, pencils) (SCQ18e, ACBGS15)

School buildings and grounds (SCQ18f, ACBGS16)

Heating/cooling and lighting systems (SCQ18g, ACBGS17)

Instructional space (e.g., classrooms) (SCQ18h, ACBGS18)

Special equipment for physically disabled students (SCQ18i, SCQACBGS19)

Computers for instructional purposes (SCQ18j, ACBGS110)

Computer software for instructional purposes (SCQ18k, SCQACBGS111)

Computer support staff (SCQ18l, ACBGS112)

Library books (SCQ18m, ACBGS113)

Audio-visual resources (SCQ18n, ACBGS114)

Response options: Not at all; A little; Some; A lot

Compute average across 18a-n, with "Not at all" = 1; "A Little" = 2; "Some" = 3; "A Lot" = 4

1 = High = Average of 1 to less than 2

2 = Medium = Average of 2 through 3

3 = Low = Average greater than 3 through 4

**Trend Comments:**

Released in 2001 as ACDGST. Please note that ACBGS13 was added to the index in P06, and is not included in the P01 index calculations.

**Derived Variable Name:** ACDGCMP

**Variable Label:** Availability of Computers for Instruction

**International Report Exhibit:** 7.7 Schools' Reports of Availability of Computers for Instructional Purposes with Trends

**Procedure:**

Based on responses to the following questions in the School Questionnaire:

What is the total number of computers that can be used for instructional purposes by <fourth-grade> students?  
(SCQ16, ACBGCMP1)

What is the total enrollment of <fourth-grade> students in your school as of <first day of month PIRLS testing begins, 2006>? (SCQ2, ACBG4ENR)

Divide ACBG4ENR by ACBGCMP1 to calculate the number of students per computer. This result is then coded as follows:

- 1 = Less than 5 students per computer
- 2 = 5 to 10 students per computer
- 3 = 11 to 20 students per computer
- 4 = More than 20 students per computer
- 5 = Student in school without computers

**Trend Comments:**

Released in 2001

**Procedure:**

Based on responses to the following questions in the School Questionnaire:

How often is each of the following provided by your school for <fourth-grade> students and/or their families?

Teacher-parent conferences (individual or group) (SCQ20a, ACBGPRO1)

Letters, calendars, newsletters, etc., sent home to provide parents with information about the school (SCQ20b, ACBGPRO2)

Written reports (report cards) of child's performance sent home (SCQ20c, ACBGPRO3)

Events at school to which parents are invited (SCQ20d, ACBGPRO4)

Response options: Never; Once a year; 2-3 times a year; 4-6 times a year; 7 or more times a year

Approximately what percentage of students in your school have parents or guardians who do each of the following?

Attend teacher-parent conferences (SCQ21b, ACBGPAR2)

Attend cultural, sporting, or social events at school (SCQ21c, ACBGPAR3)

Response options: Not applicable; 0-10%; 11-25%; 26-50%; More than 50%

Recode the following variables into 3 categories:

20a is recoded so that 1 = Never; 2 = Once a year or 2-3 times a year; 3 = 4-6 times a year

20b is recoded so that 1 = Never; 2 = Once a year, 2-3 times a year, or 4-6 times a year; 3 = 7 or more times a year

20c and 20d are recoded so that 1 = Never or Once a year; 2 = 2-3 times a year; 3 = 4-6 times a year or 7 or more times a year

21b and 21c are recoded so that 1 = Not applicable, 0-10%, or 11-25%; 2 = 26-50%; 3 = More than 50%

Using these recoded variables, create an intermediate variable with the following values.

1 = Recoded values for 20a, 20d, 21b, and 21c = 1

3 = Recoded values for 20a, 20d, 21b, and 21c = 3

2 = All other combinations of the recoded variables

Compute average of the intermediate variable with recoded variables 20b and 20c.

1 = Low = Average of 1 to less than 1.67

2 = Medium = Average of 1.67 through 2.33

3 = High = Average greater than 2.33 through 3

**Trend Comments:**

Released in 2001 as ACDG4PAR

**Derived Variable Name:** ACDGPPSC

**Variable Label:** Index Prncpls' Prcptn School Clmt (PPSC)

**International Report Exhibit:** 7.12 Index of Principals' Perception of School Climate (PPSC) with Trends

**Procedure:**

Based on responses to the following question from the School Questionnaire:

How would you characterize each of the following within your school?

Teachers' job satisfaction (SCQ22a, ACBGCHA1)

Teachers' expectations for student achievement (SCQ22b, ACBGCHA2)

Parental support for students' achievement (SCQ22c, ACBGCHA3)

Students' regard for school property (SCQ22d, ACBGCHA4)

Students' regard for each other's welfare (SCQ22f, ACBGCHA6)

Response options: Very high; High; Medium; Low; Very low

Compute average across 22a-f, with "Very high" = 1; "High" = 2; "Medium" = 3; "Low" = 4; "Very low" = 5

1 = High = Average less than 2.33

2 = Medium = Average of 2.33 through 3.67

3 = Low = Average greater than 3.67

**Trend Comments:**

Released in 2001 as ACDGCHA. Please note that ACBGCHA6 was added to the index in P06, and is not included in the P01 calculations.

**Derived Variable Name:** ACDGPPSS

**Variable Label:** Index Prncpls' Prcptn School Sfty (PPSS)

**International Report Exhibit:** 7.16 Index of Principals' Percention of School Safety (PPSS) with Trends

**Procedure:**

Based on responses to the following questions from the School Questionnaire:

To what degree is each of the following a problem in your school?

Classroom disturbance (SCQ23c, ACBGPB3)

Cheating (SCQ23d, ACBGPB4)

Profanity (SCQ23e, ACBGPB5)

Vandalism (SCQ23f, ACBGPB6)

Theft (SCQ23g, ACBGPB7)

Intimidation or verbal abuse of other students (SCQ23h, ACBGPB8)

Physical conflicts among students (SCQ23i, ACBGPB9)

Response options: Not a Problem; Minor Problem; Moderate Problem; Serious Problem

Compute average across SCQ23c-g, with 1 = "Not a Problem"; 2 = "Minor Problem"; 3 = "Moderate Problem"; 4 = "Serious Problem"

1 = High = Average less than 2

2 = Medium = Average of 2 through 3

3 = Low = Average greater than 3

**Trend Comments:**

Released in 2001 as ACDGPB



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