

APPENDIX E

Organizations and Individuals Responsible for ePIRLS 2016

Introduction

PIRLS (Progress in International Reading Literacy Study) is a collaborative effort involving hundreds of individuals around the world. This appendix acknowledges the individuals and organizations who contributed to the assessment. Given that work on PIRLS 2016 has spanned approximately five years and has involved so many people and organizations, this list may not include all who contributed. Any omission is inadvertent. PIRLS 2016 also acknowledges the students, parents, teachers, and school principals who contributed their time and effort to the study. It would not be possible without them.

Management and Coordination

PIRLS is a major undertaking of IEA, and together with TIMSS (Trends in International Math and Science Study), comprises the core of IEA's regular cycles of studies. The PIRLS assessment at the fourth grade complements TIMSS, which regularly assesses science and math achievement at the fourth and eighth grades.

PIRLS was conducted by IEA's TIMSS & PIRLS International Study Center at Boston College, which has responsibility for the overall direction and management of the TIMSS and PIRLS projects, including design, development, and implementation. Headed by Executive Directors Drs. Ina V.S. Mullis and Michael O. Martin, the study center is located in the Lynch School of Education. In carrying out the project, the TIMSS & PIRLS International Study Center worked closely with IEA Amsterdam, which managed country participation, was responsible for verification of all translations produced by the participating countries, and coordinated the school visits by International Quality Control Monitors. Staff at IEA Hamburg worked closely with participating countries to organize sampling and data collection operations and to check all data for accuracy and consistency within and across countries; Statistics Canada in Ottawa was responsible for school and student sampling activities; The Australian Council for Educational Research (ACER) participated in developing the ePIRLS tasks and items, and ACER and the National Foundation for Educational Research in England (NFER) participated in developing the PIRLS 2016 passages and items; and Educational

Testing Service in Princeton, New Jersey consulted on psychometric methodology, provided software for scaling the achievement data, and replicated the achievement scaling for quality assurance.

The Project Management Team, comprising the study directors and representatives from the TIMSS & PIRLS International Study Center, IEA Amsterdam and IEA Hamburg, Statistics Canada, and ETS met twice a year throughout the study to discuss the study's progress, procedures, and schedule. In addition, the study directors met with members of IEA's Technical Executive Group twice yearly to review technical issues.

To work with the international team and coordinate within-country activities, each participating country designates an individual to be the PIRLS National Research Coordinator (NRC). The NRCs have the challenging task of implementing PIRLS in their countries in accordance with the PIRLS guidelines and procedures. In addition, the NRCs provide feedback and contributions throughout the development of the PIRLS assessment. The quality of the PIRLS assessment and data depends on the work of the NRCs and their colleagues in carrying out the complex sampling, data collection, and scoring tasks involved. Continuing the tradition of exemplary work established in previous cycles of PIRLS, the PIRLS 2016 NRCs performed their many tasks with dedication, competence, energy, and goodwill.

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