

**THE 2004 NATIONAL  
ASSESSMENT OF ENGLISH  
READING  
E-Appendix**

**Eemer Eivers, Gerry Shiel, Rachel Perkins  
and Jude Cosgrove**

**Prepared for the  
Department of Education and Science  
by the  
Educational Research Centre**



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# Introduction

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The National Assessment of English Reading (NAER) e-appendix is designed as a companion to the main NAER report [The 2004 National Assessment of English Reading – Eivers, Shiel, Perkins & Cosgrove (2005)]. It contains three main types of information:

- additional detail for some of the data presented in the main report
- sample test passages and items
- copies of questionnaires used to collect contextual information.

Although the tables presented in the main report contain considerable detail, some readers may require the additional statistical information. Thus, four main types of additional information are presented here. Firstly, the multiple comparisons shown in the main NAER report do not contain information on missing data, on Bonferroni Confidence Intervals, or on the standard errors of differences between means: such data are available only in the e-appendix. Secondly, the standard errors associated with descriptive data (e.g., the mean percentage of pupils covered by the medical card scheme) are provided only in the e-appendix. Thirdly, the relationship between achievement and a small number of variables have not been presented in tabular format in the main report, but are available here. Finally, there are a small number of instances where responses to only a selection of items are presented in the main NAER report. However, the e-appendix contains details of ratings for all items.

The additional data presented follow a similar layout to the main report. For example, the tables from Chapter 6 can be found in ‘Chapter 6: Tables’, and tables are presented in the same sequence as in the equivalent chapter in the main report. Additional tables (data referred to only in text in the main report) are presented at the end of each chapter, in the order in which they are referenced in the main report (e.g., Table 6.A1, Table 6.A2, etc). Only tables that provide additional information are presented here. If, for example, a table in the main report shows correlations, and contains information on the  $r$ ,  $p$ ,  $N$  and  $t$  values, then such tables are not replicated in the e-appendix as all relevant information is already available.

The second type of information contained in the e-appendix relates to test passages and items. For First and Fifth class, some sample passages (not included in final test booklets) are presented along with some sample test items. The sample passages presented offer a mixture of reading content types, while the sample items offer a mixture of reading processes, and of item difficulty.

Finally, ancillary questionnaires used in the assessment are presented.

## Understanding the Analyses in This E-Appendix

Many of the tables in the e-appendix are concerned with describing pupil achievement in reading, with reference to relevant context variables. To do so, multiple mean achievement scores (e.g., mean scores for those whose mother is employed, unemployed or is a homemaker) are compared to see if they differ significantly from each other. The multiple comparison tables presented in the e-appendix represent a more detailed version of the summary multiple comparison tables in the main report. Inset 1 explains how to interpret these tables.

### Inset 1: Interpreting Tables of Differences in Mean Achievement

Throughout this e-appendix, you will see tables showing differences between the mean achievement scores of different groups of pupils. In the example below, the **%T** column shows the percentage of the *total* number of pupils for whom tests results are available, by grade level, who attended Early Start, another type of pre-school/playgroup, did not attend any pre-school, or for whom this information is missing. Using First class as an example, information about pre-school is unknown for 6.1% of the pupils for whom TARA data are available. **%A** shows the percentages, based on the numbers of pupils for whom TARA data and data on this item are *available*. ‘Missing’ now equals 0%, while the percentages in other groups increase slightly. Thus, 12.8% of First class pupils for whom information is available did not attend any pre-school or playgroup.

#### EXAMPLE: Pre-school attendance, and pupil achievement

	1st				5th			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Early Start	4.2	4.5	227.6	4.55	3.4	3.6	229.9	6.54
Other pre-school/playgroup	77.7	82.7	253.5	2.25	72.2	75.6	255.8	2.53
Neither	12.0	12.8	249.9	6.43	19.9	20.8	240.9	4.48
Missing	6.1	0.0	220.8	4.03	4.5	0.0	212.5	4.80
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Other-Early Start	25.9	4.67	<b>14.3</b>	<b>37.5</b>	25.9	6.68	<b>9.4</b>	<b>42.4</b>
Neither-Early Start	22.3	6.91	<b>5.2</b>	<b>39.5</b>	11.0	7.54	-7.7	29.6
Missing-Early Start	-6.8	5.73	-21.1	7.4	-17.4	7.13	-35.0	0.3

**Mean** shows the average reading achievement scores for pupils in each category, by grade level. In the example, First class pupils who attended Early Start score an average of 227.6. **SE** shows standard errors corresponding to the adjacent mean scores (e.g., the SE of the mean score of First class Early Start attendees is 4.55). The SE of a mean score is an estimate of the extent to which the score may be expected to vary about the ‘true’ mean. It is a measure of the accuracy of mean scores.

The bottom part of each table compares the various mean scores. In the example, there are three comparisons for each class. The first (**Other-Early Start**) compares the mean scores of pupils who attended Early Start with scores of those who attended other forms of pre-school/playgroups. In First class, the difference (**Diff**) between these means is 25.9 points, and the standard error of the difference (**SED**) for this comparison is 4.67. The SED is used to construct a *confidence interval* around the mean score difference such that, if the sampling procedure were repeated, and multiple mean score differences were obtained, the mean score difference in the population would fall into this interval 95% of the time. The **95%BCI** (95% Bonferroni Confidence Interval) around the mean score difference of 25.9 is 14.3 to 37.5. In the table, these numbers are in bold, indicating that the difference between mean scores is statistically significant. Differences are significant only when the upper and lower confidence intervals are both below or both above zero. The term ‘Bonferroni’ in 95%BCI indicates that an adjustment for multiple comparisons has been made.

In the comparisons above, former Early Start attendees constitute the reference category, as the performance of pupils in this category is compared to the performance of children in each of the other available categories.

## Chapter 4: Tables

**Table 4.1: Percent of items answered correctly, by reading content**

	1st class				5th class			
	N pupils	% correct	SE	N items	N pupils	% correct	SE	N items
Narrative	3842	63.2	1.38	52	4090	58.9	0.89	113
Expository	2550	69.7	1.93	20	4090	61.8	1.04	96
Documents	2559	62.6	1.35	23	4090	65.2	1.00	87
Total	3842	64.3	1.38	95	4090	61.4	0.90	293

**Table 4.2: Percent of items answered correctly, by reading process**

	1st class				5th class			
	N pupils	% correct	SE	N items	N pupils	% correct	SE	N items
Retrieve	3842	68.5	1.34	45	4090	66.4	0.99	107
Infer	3842	64.0	1.44	29	4090	60.7	0.86	101
Interpret	3842	56.6	1.51	21	4090	57.7	0.98	69
Evaluate	–	–	–	–	3248	55.2	1.76	16

**Table 4.4: Teachers' ratings of pupils' English reading and mean reading achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Advanced	25.1	25.4	292.0	3.18	24.5	24.8	296.9	2.93
Proficient	40.5	41.1	256.2	4.26	47.4	47.9	251.3	2.13
Basic	22.2	22.5	220.9	3.19	20.8	21.1	216.8	2.61
Weak	10.8	11.0	190.1	2.13	6.2	6.3	186.7	4.49
Missing	1.4	0.0	244.4	8.58	1.1	0.0	251.3	11.41
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Proficient-Advanced	-35.8	3.11	<b>-43.8</b>	<b>-27.7</b>	-45.6	2.60	<b>-52.3</b>	<b>-38.9</b>
Basic-Advanced	-71.1	3.62	<b>-80.4</b>	<b>-61.8</b>	-80.1	3.08	<b>-88.0</b>	<b>-72.2</b>
Weak-Advanced	-101.9	3.65	<b>-111.3</b>	<b>-92.5</b>	-110.2	5.21	<b>-123.3</b>	<b>-96.8</b>
Missing-Advanced	-47.6	9.12	<b>-71.1</b>	<b>-24.0</b>	-45.6	11.74	<b>-75.7</b>	<b>-15.4</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 4.6: Teachers' estimates of pupil performance on standardised reading tests and mean reading achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
91st – 99th	13.4	13.7	301.3	3.55	10.0	10.2	315.7	3.15
76th – 90th	23.5	24.0	278.8	3.93	22.5	23.0	281.7	2.32
51st – 75th	28.1	28.7	253.1	2.59	31.1	31.8	249.5	1.94
26th – 50th	18.8	19.2	217.7	2.71	20.0	20.5	223.7	2.04
11th – 25th	8.7	8.9	195.6	1.73	9.9	10.1	209.9	11.58
1st – 10th	5.5	5.6	186.3	1.93	4.2	4.3	176.1	3.42
Missing	1.9	0.0	237.9	13.27	2.2	0.0	253.0	7.15
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
76/90-91/99	-22.5	2.26	<b>-28.7</b>	<b>-16.3</b>	-34.1	3.43	<b>-43.4</b>	<b>-24.7</b>
51/75-91/99	-48.2	3.18	<b>-56.9</b>	<b>-39.5</b>	-66.3	3.81	<b>-76.6</b>	<b>-55.9</b>
26/50-91/99	-83.6	3.65	<b>-93.6</b>	<b>-73.6</b>	-92.1	3.55	<b>-101.7</b>	<b>-82.4</b>
11/25-91/99	-105.7	3.64	<b>-115.6</b>	<b>-95.8</b>	-105.8	11.77	<b>-137.8</b>	<b>-73.8</b>
1/10-91/99	-114.9	3.83	<b>-125.4</b>	<b>-104.5</b>	-139.6	5.11	<b>-153.5</b>	<b>-125.7</b>
Missing-91/99	-63.4	14.47	<b>-103.0</b>	<b>-23.8</b>	-62.7	7.46	<b>-83.0</b>	<b>-42.4</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 4.7: Teachers' ratings of pupils' general academic ability and mean reading achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Very good	33.5	34.0	285.7	3.01	30.9	31.1	288.7	2.57
Good	25.0	25.4	253.7	4.04	31.1	31.3	255.8	2.13
Average	25.5	25.9	230.3	4.94	21.7	21.9	230.5	2.48
Fair	10.1	10.3	200.7	3.69	11.1	11.1	204.8	3.41
Poor	4.4	4.5	189.0	2.53	4.5	4.5	178.5	3.67
Missing	1.4	0.0	237.4	12.05	0.7	0.0	240.9	12.31
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Good-v good	-32.0	2.53	<b>-38.8</b>	<b>-25.3</b>	-32.9	2.63	<b>-39.6</b>	<b>-26.1</b>
Average-v good	-55.5	4.43	<b>-67.3</b>	<b>-43.6</b>	-58.1	2.90	<b>-65.6</b>	<b>-50.7</b>
Fair-v good	-85.1	4.63	<b>-97.4</b>	<b>-72.7</b>	-83.8	3.21	<b>-92.1</b>	<b>-75.6</b>
Poor-v good	-96.8	3.82	<b>-107.0</b>	<b>-86.6</b>	-110.2	3.87	<b>-120.1</b>	<b>-100.3</b>
Missing-v good	-48.4	12.44	<b>-81.5</b>	<b>-15.2</b>	-47.8	12.77	<b>-80.6</b>	<b>-15.0</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 4.8: Pupils' teacher-rated standard of English reading and mean reading achievement**

	1st class					5th class			
	%T	%A	Mean	SE		%T	%A	Mean	SE
Above 2nd class	6.4	6.5	303.2	4.81	Post-prim.	6.0	6.1	316.1	3.34
2nd class	21.4	21.9	287.7	3.00	6 <sup>th</sup> class	16.5	16.8	<b>291.4</b>	4.19
1st class	56.0	57.2	244.6	2.74	5 <sup>th</sup> class	48.9	49.7	<b>254.1</b>	1.85
Junior/Senior infants	14.1	14.4	192.8	3.67	4 <sup>th</sup> class	18.5	18.8	<b>217.1</b>	2.58
Missing	2.2	0.0	232.1	9.91	3 <sup>rd</sup> class / lower	8.5	8.6	<b>186.3</b>	3.69
–	–	–	–	–	Missing	1.5	0.0	243.4	7.14
Comparisons	Diff	SED	95% BCI		Comparisons	Diff	SED	95% BCI	
2nd class-above 2nd	<b>-15.6</b>	<b>4.71</b>	<b>-27.7</b>	<b>-3.4</b>	6th class-p/prim	-24.8	5.18	<b>-38.5</b>	<b>-11.0</b>
1st class- above 2nd	<b>-58.6</b>	<b>4.57</b>	<b>-70.4</b>	<b>-46.9</b>	5th class-p/prim	-62.1	3.45	<b>-71.2</b>	<b>-52.9</b>
JI/SI- above 2nd	<b>-110.4</b>	<b>5.77</b>	<b>-125.3</b>	<b>-95.5</b>	4th class-p/prim	-99.1	3.62	<b>-108.7</b>	<b>-89.5</b>
Missing-above2nd	<b>-71.1</b>	<b>10.90</b>	<b>-99.2</b>	<b>-43.0</b>	3rd/lower-p/prim	-129.8	4.62	<b>-142.1</b>	<b>-117.6</b>
–	–	–	–	–	Missing-p/prim	-72.7	8.62	<b>-95.6</b>	<b>-49.9</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 4.9: Teacher ratings of how pupils will cope with reading tasks of Third class/post-primary school, and mean achievement scores**

	1st class					5th class			
	%T	%A	Mean	SE		%T	%A	Mean	SE
Cope very well	38.3	38.9	283.9	3.43		42.0	42.4	283.9	2.14
Cope adequately	38.0	38.5	244.0	4.00		39.0	39.3	240.5	3.04
Needs assistance	20.0	20.3	204.7	3.17		15.7	15.9	203.0	3.64
Not cope	2.3	2.3	183.9	2.80		2.4	2.4	174.2	5.48
Missing	1.4	0.0	241.0	9.29		0.9	0.0	238.9	10.38
Comparisons	Diff	SED	95% BCI			Diff	SED	95% BCI	
Adequate-very well	-39.9	3.48	<b>-48.9</b>	<b>-30.9</b>		-43.4	2.63	<b>-50.1</b>	<b>-36.6</b>
Assist-very well	-79.1	3.53	<b>-88.3</b>	<b>-70.0</b>		-80.8	3.60	<b>-90.0</b>	<b>-71.6</b>
Not cope-very well	-100.0	4.42	<b>-111.4</b>	<b>-88.5</b>		-109.7	5.46	<b>-123.7</b>	<b>-95.7</b>
Missing-very well	-42.9	9.96	<b>-68.6</b>	<b>-17.2</b>		-44.9	10.93	<b>-73.0</b>	<b>-16.9</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 4.10: Teacher ratings of how pupils will be able to cope with everyday demands of society in reading, and mean achievement scores (Fifth class)**

	%T	%A	Mean	SE
Cope very well	47.1	47.6	280.2	2.00
Cope adequately	41.8	42.1	234.1	3.16
Needs assistance	9.1	9.2	191.9	2.92
Not cope	1.1	1.1	162.3	6.72
Missing	0.9	0.0	238.5	10.29
Comparisons	Diff	SED	95% BCI	
Adequate-very well	-46.1	2.76	<b>-53.2</b>	<b>-39.0</b>
Assist-very well	-88.2	2.71	<b>-95.2</b>	<b>-81.3</b>
Not cope-very well	-117.9	6.93	<b>-135.7</b>	<b>-100.1</b>
Missing-very well	-41.7	10.85	<b>-69.6</b>	<b>-13.9</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 4.11: Teacher ratings of pupils' English reading, by availability/unavailability of TARA data**

	1st class				5th class			
	Test taken (N=3789)		Test not taken (N=268)		Test taken (N=4046)		Test not taken (N=319)	
	%	SE	%	SE	%	SE	%	SE
Advanced	25.4	1.40	16.4	–	24.8	1.39	21.9	–
Proficient	41.1	1.35	37.7	–	47.9	1.74	33.2	–
Basic	22.5	1.20	25.4	–	21.1	1.20	25.1	–
Weak	11.0	0.96	20.5	–	6.3	0.69	19.7	–

Weighted data are only available for pupils who have taken the TARA test. Therefore data for test not taken are unweighted.

**Table 4.12: Teacher estimates of pupil performance on a standardized reading test, by availability/unavailability of TARA data**

	1st class				5th class			
	Test taken (N=3769)		Test not taken (N=265)		Test taken (N=3998)		Test not taken (N=312)	
	%	SE	%	SE	%	SE	%	SE
91st and 99th	13.7	1.48	6.8	–	10.2	1.07	8.3	–
76th and 90th	24.0	1.32	16.6	–	23.0	1.64	19.6	–
51st and 75th	28.7	1.37	23.8	–	31.8	1.58	24.4	–
26th and 50th	19.2	1.44	23.8	–	20.5	1.02	15.7	–
11th and 25th	8.9	0.80	11.7	–	10.1	1.71	14.7	–
1st and 10th	5.6	0.67	17.4	–	4.3	0.56	17.3	–

Weighted data are only available for pupils who have taken the TARA test. Therefore data for test not taken are unweighted.

**Table 4.13: Teacher estimates of the grade level at which pupils were reading, by availability/unavailability of TARA data**

	1st class					5th class			
	Test taken		Test not taken			Test taken		Test not taken	
	(N=3758)		(N=265)			(N=4029)		(N=319)	
	%	SE	%	SE		%	SE	%	SE
Above 2nd class	6.5	0.99	2.3	—	Post-primary	6.1	0.83	6.0	—
2nd class	21.9	1.39	14.0	—	6th class	16.8	1.16	12.2	—
1st class	57.2	1.86	55.5	—	5th class	49.7	2.05	38.2	—
Senior Infants	14.4	1.00	19.6	—	4th class	18.8	1.50	20.4	—
Junior Infants	0.0	—	8.7	—	3rd class/below	8.6	1.00	23.2	—

Weighted data are only available for pupils who have taken the TARA test. Therefore data for test not taken are unweighted.

**Table 4.14: Mean Fifth class scale scores in 1998 and 2004, by subscales and overall**

		N	Mean	SE
Narrative	1998 (RefGroup)	3886	250.0	1.72
	2004	4090	250.1	1.95
Expository	1998(RefGroup)	3886	250.0	1.68
	2004	4090	250.3	2.35
Documents	1998(RefGroup)	3886	250.0	1.46
	2004	4090	254.8	2.30
Overall	1998 (RefGroup)	3886	250.0	1.84
	2004	4090	251.2	2.23
Comparisons		Diff	SED	95% BCI
Narrative	1998-2004	0.1	2.60	-6.1 6.3
Expository	1998-2004	0.3	2.89	-6.6 7.2
Documents	1998-2004	4.8	2.72	-1.7 11.3
Overall	1998-2004	1.2	2.89	-5.7 8.1

Significant differences in bold. For help in interpreting table see Inset 1 on page 2.

## Chapter 4: Additional Tables

**Table 4.A1: Teacher ratings of pupils' oral language (comprehension) by proficiency level, and mean reading achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Advanced	23.7	24.0	286.5	3.65	23.3	23.5	297.7	3.12
Proficient	47.2	47.8	253.3	3.33	50.4	51.0	251.4	2.32
Basic	22.5	22.8	218.5	5.45	20.5	20.8	213.6	2.39
Weak	5.4	5.5	192.7	3.21	4.7	4.7	183.6	3.68
Missing	1.2	0.0	246.0	9.53	1.1	0.0	249.2	10.76
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Proficient-Advanced	-33.2	3.16	<b>-41.3</b>	<b>-25.0</b>	-46.3	2.83	<b>-53.6</b>	<b>-39.1</b>
Basic-Advanced	-68.0	6.22	<b>-84.0</b>	<b>-51.9</b>	-84.2	3.18	<b>-92.3</b>	<b>-76.0</b>
Weak-Advanced	-93.8	4.80	<b>-106.2</b>	<b>-81.4</b>	-114.1	4.94	<b>-126.8</b>	<b>-101.4</b>
Missing-Advanced	-40.6	10.22	<b>-66.9</b>	<b>-14.2</b>	-48.5	11.08	<b>-77.0</b>	<b>-20.1</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 4.A2: Teacher ratings of pupils' oral language (speaking) by proficiency level, and mean reading achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Advanced	22.7	23.0	285.7	3.59	21.9	22.1	296.3	2.55
Proficient	49.3	49.9	252.2	3.43	53.1	53.6	250.7	2.54
Basic	21.9	22.2	220.8	5.70	20.4	20.6	217.1	2.92
Weak	4.9	4.9	194.4	3.45	3.7	3.8	181.0	3.90
Missing	1.3	0.0	244.7	9.42	0.9	0.0	252.5	10.80
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Proficient-Advanced	-33.5	3.85	<b>-43.4</b>	<b>-23.6</b>	-45.6	2.35	<b>-51.7</b>	<b>-39.6</b>
Basic-Advanced	-64.8	6.37	<b>-81.3</b>	<b>-48.4</b>	-79.2	3.05	<b>-87.0</b>	<b>-71.4</b>
Weak-Advanced	-91.3	4.68	<b>-103.4</b>	<b>-79.2</b>	-115.3	4.75	<b>-127.5</b>	<b>-103.1</b>
Missing-Advanced	-41.0	10.08	<b>-67.0</b>	<b>-15.0</b>	-43.7	10.91	<b>-71.7</b>	<b>-15.7</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.



**Table 4.A3: Teacher ratings of pupils' English writing by proficiency level, and mean reading achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Advanced	13.9	14.1	292.2	3.56	15.7	15.9	299.1	3.00
Proficient	41.1	41.6	267.0	3.89	44.5	45.0	262.8	2.60
Basic	29.1	29.5	231.7	3.66	28.3	28.7	227.0	2.87
Weak	14.6	14.8	198.9	3.31	10.2	10.3	193.7	4.56
Missing	1.3	0.0	247.7	8.35	1.2	0.0	257.2	10.27
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Proficient-Advanced	-25.1	3.41	<b>-33.9</b>	<b>-16.3</b>	-36.3	3.01	<b>-44.1</b>	<b>-28.6</b>
Basic-Advanced	-60.5	4.00	<b>-70.9</b>	<b>-50.2</b>	-72.1	2.81	<b>-79.3</b>	<b>-64.9</b>
Weak-Advanced	-93.3	4.56	<b>-105.1</b>	<b>-81.6</b>	-105.4	5.05	<b>-118.3</b>	<b>-92.4</b>
Missing-Advanced	-44.5	9.05	<b>-67.9</b>	<b>-21.2</b>	-41.9	10.54	<b>-69.0</b>	<b>-14.9</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 4.A4: Teacher ratings of pupils' spelling by proficiency level, and mean reading achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Advanced	17.2	17.5	289.2	3.26	18.6	18.8	295.0	3.09
Proficient	43.5	44.1	262.2	3.86	45.5	46.0	258.4	2.24
Basic	23.1	23.4	231.9	4.33	22.8	23.1	228.8	2.50
Weak	15.0	15.0	197.2	2.63	11.9	12.1	197.9	4.10
Missing	1.4	0.0	245.3	8.01	1.2	0.0	256.2	9.92
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Proficient-Advanced	-27.0	2.78	<b>-34.2</b>	<b>-19.8</b>	-36.6	3.05	<b>-44.4</b>	<b>-28.8</b>
Basic-Advanced	-57.3	4.19	<b>-68.1</b>	<b>-46.5</b>	-66.2	3.19	<b>-74.4</b>	<b>-58.0</b>
Weak-Advanced	-92.1	3.95	<b>-102.3</b>	<b>-81.9</b>	-97.1	4.48	<b>-108.6</b>	<b>-85.6</b>
Missing-Advanced	-43.9	8.61	<b>-66.1</b>	<b>-21.7</b>	-38.8	10.24	<b>-65.1</b>	<b>-12.5</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 4.A5: Components of the teachers' ratings of pupil proficiency in English factor (First class)**

	Factor loading
English writing	0.908
English Reading	0.908
Spelling	0.899
Oral language (comprehension)	0.894
Oral language (speaking)	0.861

Extraction Method: Principal Component Analysis.

**Table 4.A6: Components of the teachers' ratings of pupil proficiency in English factor (Fifth class)**

	Factor loading
English Reading	0.920
Oral language (comprehension)	0.910
English writing	0.907
Oral language (speaking)	0.887
Spelling	0.869

Extraction Method: Principal Component Analysis.

**Table 4.A7: Mean Fifth class documents scale score at the 50th percentile, 1998 and 2004**

	Mean	SE		
1998	249.3	1.76		
2004	260.2	2.09		
Comparisons	Diff	SED	95% BCI	
1998-2004	10.9	2.73	<b>4.4</b>	<b>17.4</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 4.A8: Mean Fifth class documents scale score at the 75th percentile, 1998 and 2004**

	Mean	SE		
1998	284.8	1.46		
2004	296.7	2.67		
Comparisons	Diff	SED	95% BCI	
1998-2004	11.9	3.04	<b>4.6</b>	<b>19.2</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 4.A9: Mean Fifth class documents scale score at the 90th percentile, 1998 and 2004**

	Mean	SE		
1998	315.7	0.74		
2004	322.4	1.20		
Comparisons	Diff	SED	95% BCI	
1998-2004	6.7	1.41	<b>3.3</b>	<b>10.1</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

## Chapter 5: Tables

**Table 5.1: Gender and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Boys	51.4	51.4	244.9	2.52	49.9	49.9	246.6	3.06
Girls	48.6	48.6	255.4	3.43	50.1	50.1	253.4	2.55
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Girls-boys	10.5	3.10	<b>4.3</b>	<b>16.7</b>	6.8	3.09	<b>0.7</b>	<b>13.0</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 5.2: Mean scale scores for subscales, by gender**

		1st class				5th class			
		%T	%A	Mean	SE	%T	%A	Mean	SE
Narrative	Boys (RefGroup)	51.4	51.5	245.2	2.55	49.9	49.9	244.8	2.74
	Girls	48.5	48.5	255.2	3.31	50.1	50.1	255.2	2.29
	Missing	0.1	0.0	176.2	17.00	–	–	–	–
Expository	Boys (RefGroup)	50.8	50.9	247.2	3.26	49.9	49.9	249.7	2.90
	Girls	49.1	49.1	253.1	3.70	50.1	50.1	250.3	2.99
	Missing	0.1	0.0	178.0	13.46	–	–	–	–
Documents	Boys (RefGroup)	52.3	52.3	244.3	2.18	49.9	49.9	246.8	2.83
	Girls	47.6	47.7	256.3	3.65	50.1	50.1	253.2	2.22
	Missing	0.1	0.0	206.4	29.36	–	–	–	–
Comparisons	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Narrative	Girls - Boys	12.0	3.82	<b>3.2</b>	<b>20.8</b>	10.5	3.07	<b>4.3</b>	<b>16.6</b>
	Missing-Boys	-38.0	29.34	-105.5	29.6	–	–	–	–
Expository	Girls - Boys	5.9	3.35	-0.8	12.6	0.5	3.38	-6.2	7.3
	Missing-Boys	-69.2	13.51	<b>-96.3</b>	<b>-42.2</b>	–	–	–	–
Documents	Girls - Boys	9.9	3.23	<b>3.4</b>	<b>16.4</b>	6.3	2.65	<b>1.1</b>	<b>11.6</b>
	Missing-Boys	-69.0	17.00	<b>-103.1</b>	<b>-35.0</b>	–	–	–	–

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 5.3: Proportion of boys and girls at or below the 10th and at or above the 90th percentiles**

	1st class				5th class			
	% ≤10th (SE)		% ≥90th (SE)		% ≤10th (SE)		% ≥90th (SE)	
Boys (RefGroup)	12.1 (1.61)		9.0 (1.79)		11.9 (1.67)		8.5 (0.90)	
Girls	7.8 (2.33)		13.2 (1.26)		8.0 (1.17)		11.2 (1.43)	
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
≤10th Girls - boys	-4.3	2.83	-11.08	2.48	-3.9	2.04	-8.78	0.98
≥90th Girls - boys	4.2	2.19	-1.04	9.44	2.7	1.69	-1.35	6.75

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 5.4: Age and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Older	33.6	33.6	254.1	2.83	29.1	29.1	247.6	4.05
Average	29.8	29.8	253.6	3.66	35.9	35.9	248.8	2.23
Younger	36.7	36.7	243.4	2.87	35.0	35.0	253.3	2.60
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Younger-Older	-10.7	3.13	<b>-17.0</b>	<b>-4.5</b>	5.7	3.84	-3.8	15.2
Average-Older	-0.5	3.79	-8.0	7.1	1.3	3.08	-6.4	8.9

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 5.5: Pre-school attendance, and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Early Start	4.2	4.5	227.6	4.55	3.4	3.6	229.9	6.54
Other pre-school/playgroup	77.7	82.7	253.5	2.25	72.2	75.6	255.8	2.53
Neither	12.0	12.8	249.9	6.43	19.9	20.8	240.9	4.48
Missing	6.1	0.0	220.8	4.03	4.5	0.0	212.5	4.80
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Other-Early Start	25.9	4.67	<b>14.3</b>	<b>37.5</b>	25.9	6.68	<b>9.4</b>	<b>42.4</b>
Neither-Early Start	22.3	6.91	<b>5.2</b>	<b>39.5</b>	11.0	7.54	-7.7	29.6
Missing-Early Start	-6.8	5.73	-21.1	7.4	-17.4	7.13	-35.0	0.3

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 5.6: Time spent on English homework, and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Five minutes or less	7.8	8.3	269.1	4.04	4.0	4.1	245.7	8.15
About fifteen minutes	53.0	56.6	254.3	2.72	40.4	41.4	257.5	2.94
About thirty minutes	26.8	28.7	246.0	3.26	45.8	47.0	247.2	2.66
About an hour	4.8	5.2	233.8	5.87	6.4	6.6	230.9	6.49
More than an hour	1.1	1.1	225.4	9.43	0.9	0.9	216.5	7.60
Missing	6.4	0.0	224.2	4.74	2.6	0.0	247.6	9.00
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Five minutes or less-thirty minutes	23.1	4.48	<b>11.2</b>	<b>35.0</b>	-1.5	8.05	-22.8	19.8
Fifteen minutes-thirty minutes	8.3	2.65	<b>1.2</b>	<b>15.4</b>	10.3	2.82	<b>2.8</b>	<b>17.8</b>
One hour-thirty minutes	-12.2	6.63	-29.9	5.4	-16.3	6.48	-33.5	0.9
More than one hour-thirty minutes	-20.6	9.62	-46.2	5.0	-30.8	7.62	<b>-51.0</b>	<b>-10.6</b>
Missing-few times month	-21.8	5.18	<b>-35.6</b>	<b>-8.0</b>	0.4	10.16	-26.5	27.3

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 5.9: Teacher rating of pupils' attention span/concentration, and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Very good	32.4	32.8	279.0	1.89	34.7	34.9	278.6	2.56
Good	27.6	27.9	252.7	1.49	27.9	28.1	249.3	3.52
Average	21.0	21.0	235.8	1.04	21.7	21.9	237.1	3.09
Fair	10.2	10.2	219.5	1.03	9.2	9.2	209.8	4.79
Poor	8.0	8.0	199.0	0.92	5.9	5.9	195.5	6.87
Missing	1.1	0.0	246.7	0.51	0.5	0.0	248.2	14.68
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Good-Very good	-26.4	3.39	<b>-35.4</b>	<b>-17.3</b>	29.3	3.20	<b>-37.8</b>	<b>-20.9</b>
Average-Very good	-43.2	3.18	<b>-51.7</b>	<b>-34.7</b>	-41.5	2.89	<b>-49.2</b>	<b>-33.9</b>
Fair-Very good	-59.6	3.67	<b>-69.3</b>	<b>-49.8</b>	-68.8	5.57	<b>-83.6</b>	<b>-54.1</b>
Poor-Very good	-80.1	4.46	<b>-91.9</b>	<b>-68.2</b>	-83.2	6.84	<b>-101.3</b>	<b>-65.1</b>
Missing-Very good	-32.3	10.99	<b>-61.6</b>	<b>-3.0</b>	-30.5	15.28	-71.0	10.0

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 5.11: Self-reported age at which reading alone began, and pupil achievement (Fifth class)**

	%T	%A	Mean	SE
5 or 6	59.9	61.4	256.71	3.20
7 or 8	32.8	33.7	243.20	1.72
9 or 10	3.5	3.6	225.79	5.21
Don't read alone	1.3	1.3	203.31	27.63
Missing	2.4	0.0	236.00	9.98
Comparisons	Diff	SED	95% BCI	
7 or 8 – 5 or 6	-13.52	2.67	<b>-20.4</b>	<b>-6.7</b>
9 or 10 – 5 or 6	-30.92	5.59	<b>-45.3</b>	<b>-16.6</b>
Don't read alone – 5 or 6	-53.41	28.10	-125.5	18.7
Missing – 5 or 6	-20.71	9.95	-46.25	4.8

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 5.12: Class level of reading material used with pupils, and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Above class level (RefGroup)	19.9	20.4	292.2	3.03	13.4	13.8	290.9	4.41
At class level	68.9	70.4	245.9	3.01	72.9	75.1	252.0	2.44
Below class level	9.0	9.2	191.9	2.45	10.8	11.1	186.2	3.56
Missing	2.2	0.0	234.9	9.68	3.0	0.0	247.9	7.96
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
At class level – Above	-46.3	3.72	<b>-55.4</b>	<b>-37.1</b>	-38.9	4.26	<b>-49.4</b>	<b>-28.4</b>
Below class level – Above	-100.3	3.62	<b>-109.2</b>	<b>-91.4</b>	-104.7	4.70	<b>-116.3</b>	<b>-93.1</b>
Missing – Above	-57.3	10.18	<b>-82.4</b>	<b>-32.2</b>	-42.9	9.09	<b>-65.4</b>	<b>-20.5</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 5.13: Borrowing books from a public library, and pupil achievement (First class)**

	%T	%A	Mean	SE
Yes	56.0	57.7	255.1	2.41
No	41.1	42.3	244.6	3.04
Missing	2.9	0.0	228.15	7.55
Comparisons	Diff	SED	95% BCI	
No-yes	-10.5	2.50	<b>-16.2</b>	<b>-4.7</b>
Missing-yes	-26.9	7.43	<b>-44.0</b>	<b>-9.8</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 5.14: Frequency of borrowing books from a public library, and pupil achievement (Fifth class)**

	%T	%A	Mean	SE
Hardly ever/never	32.8	33.5	240.1	3.91
Few times a year	19.3	19.7	254.7	3.16
Few times a month	29.4	30.0	260.6	2.52
Once or twice a week	14.2	14.5	245.9	5.49
Every day /nearly every day	2.1	2.2	255.8	10.54
Missing	2.1	0.0	234.7	5.76
Comparisons	Diff	SED	95% BCI	
Hardly ever/never-few times month	-20.6	5.03	-33.9	-7.3
Few times a month - few times month	-5.9	4.10	-16.8	5.0
Once/twice a week - few times month	-14.7	5.66	-29.7	0.3
Every day- few times month	-4.9	10.60	-33.0	23.3
Missing- few times month	-26.0	6.13	-42.2	-9.7

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 5.15: Frequency of borrowing books from a class or school library, and pupil achievement (Fifth class)**

	%T	%A	Mean	SE
Hardly ever/never	13.0	13.3	242.7	4.05
Few times a year	8.7	8.8	262.6	4.91
Few times a month	29.9	30.5	254.8	2.83
Once or twice a week	37.7	38.5	247.1	3.87
Every day /nearly every day	8.6	8.8	248.2	6.92
Missing	2.1	0.0	234.1	5.90
Comparisons	Diff	SED	95% BCI	
Hardly ever/never-few times year	-19.9	6.45	<b>-37.0</b>	<b>-2.8</b>
Few times a month - few times year	-7.8	5.62	-22.7	7.1
Once/twice a week - few times year	-15.5	6.35	-32.3	1.4
Every day- few times year	-14.4	8.70	-37.5	8.6
Missing- few times year	-28.5	7.38	<b>-48.1</b>	<b>-8.9</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 5.16: Frequency of reading books for fun, and pupil achievement (First class)**

	%T	%A	Mean	SE
Every day (RefGroup)	33.2	34.5	245.0	3.49
Some days	51.1	53.2	257.7	3.14
Never	11.8	12.3	237.1	3.20
Missing	3.9	0.0	231.0	7.90
Comparisons	Diff	SED	95% BCI	
Some days-every day	12.7	4.06	<b>2.7</b>	<b>22.7</b>
Never-every day	-7.9	4.82	-19.8	4.0
Missing-every day	-14.0	7.69	-33.0	5.0

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 5.17: Frequency of reading stories/novels at home, and pupil achievement (Fifth class)**

	%T	%A	Mean	SE
Hardly ever/never	8.0	8.2	214.8	3.93
Few times a year	8.5	8.7	243.6	4.35
Few times a month	24.7	25.2	250.8	3.95
Once or twice a week	24.7	25.2	241.4	3.35
Every day	31.9	32.7	267.7	2.91
Missing	2.2	0.0	233.7	6.91
Comparisons	Diff	SED	95% BCI	
Hardly ever/never-Every day	-52.9	4.86	<b>-62.6</b>	<b>-43.2</b>
Few times a year-Every day	-24.1	5.56	<b>-35.2</b>	<b>-13.0</b>
Few times a month-Every day	-16.9	4.66	<b>-26.2</b>	<b>-7.6</b>
Once/twice a week-Every day	-26.3	4.38	<b>-35.1</b>	<b>-17.6</b>
Missing-Every day	-34.0	6.68	<b>-47.3</b>	<b>-20.7</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 5.18: Frequency of reading information books at home, and pupil achievement (Fifth class)**

	%T	%A	Mean	SE
Hardly ever/never	21.1	21.5	232.5	3.96
Few times a year	20.6	21.1	254.3	2.63
Few times a month	33.1	33.8	259.6	3.01
Once or twice a week	18.1	18.6	251.6	3.49
Every day	5.0	5.1	245.9	5.51
Missing	2.2	0.0	229.4	7.09
Comparisons	Diff	SED	95% BCI	
Every day-few times a month	-13.7	6.29	-30.4	3.0
Once or twice a week- few times a month	-8.0	3.59	-17.5	1.6
Few times a year- few times a month	-5.3	3.20	-13.8	3.2
Hardly ever/never- few times a month	-27.1	4.56	<b>-39.1</b>	<b>-15.0</b>
Missing- few times a month	-30.2	6.67	<b>-47.8</b>	<b>-12.5</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 5.19: Time spent watching television/videos/DVDs on school days, and pupil achievement (Fifth class)**

	%T	%A	Mean	SE
More than 5 hours	3.9	4.0	<b>216.5</b>	5.56
3 to 5 hours	8.0	8.2	244.4	4.93
2 to 3 hours	20.9	21.4	254.3	2.85
1 to 2 hours	30.3	30.9	254.7	3.11
Up to 1 hour	29.2	29.8	251.5	3.37
None	5.6	5.7	237.9	7.10
Missing	1.9	0.0	234.5	6.73
Comparisons	Diff	SED	95% BCI	
None-up to 1	-13.6	6.43	-31.1	3.8
1 to 2-up to 1	3.2	3.76	-7.0	13.5
2 to 3-up to 1	2.8	4.53	-9.5	15.1
3 to 5-up to 1	-7.1	5.13	-21.1	6.9
More than 5-up to 1	-35.0	5.52	-50.0	-20.0
Missing-up to 1	-17.0	6.89	-35.7	1.8

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 5.20: Time spent watching television/videos/DVDs on weekend days, and pupil achievement (Fifth class)**

	%T	%A	Mean	SE
More than 5 hours	9.9	10.1	236.0	5.68
3 to 5 hours	16.9	17.3	256.4	3.10
2 to 3 hours	28.8	29.3	250.3	3.64
1 to 2 hours	25.8	26.3	254.5	2.59
Up to 1 hour	13.1	13.4	251.1	4.45
None	3.5	3.6	<b>227.4</b>	8.71
Missing	1.9	0.0	235.6	7.17
Comparisons	Diff	SED	95% BCI	
None-up to 1	-23.7	8.22	-46.1	-1.3
1 to 2-up to 1	3.4	3.95	-7.4	14.1
2 to 3-up to 1	-0.8	3.92	-11.5	9.9
3 to 5-up to 1	5.3	6.01	-11.1	21.7
More than 5-up to 1	-15.1	6.21	-32.0	1.8
Missing-up to 1	-15.5	7.45	-35.8	4.8

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.



**Table 5.21: Time spent playing computer games on schooldays, and pupil achievement (Fifth class)**

	%T	%A	Mean	SE
More than 5 hours	1.7	1.7	<b>211.8</b>	5.36
3 to 5 hours	3.0	3.1	<b>229.1</b>	8.36
2 to 3 hours	8.3	8.5	234.2	7.97
1 to 2 hours	16.8	17.1	249.1	3.62
Up to 1 hour	36.8	37.5	252.1	3.68
None	31.5	32.1	257.3	1.94
Missing	1.9	0.0	231.6	7.69
Comparisons	Diff	SED	95% BCI	
None-up to 1	5.2	4.32	-6.5	17.0
1 to 2-up to 1	-3.0	4.70	-15.8	9.8
2 to 3-up to 1	-17.9	8.35	-40.6	4.9
3 to 5-up to 1	-23.0	7.46	-43.3	-2.8
More than 5-up to 1	-40.3	5.94	-56.5	-24.2
Missing-up to 1	-20.5	8.26	-43.0	2.0

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 5.22: Time spent playing computer games on weekend days, and pupil achievement (Fifth class)**

	%T	%A	Mean	SE
More than 5 hours	4.9	5.0	227.1	4.69
3 to 5 hours	6.3	6.4	234.5	8.85
2 to 3 hours	15.7	16.0	250.6	3.64
1 to 2 hours	20.9	21.3	252.4	2.74
Up to 1 hour	33.1	33.7	255.5	2.81
None	17.2	17.6	250.1	3.47
Missing	1.9	0.0	233.5	6.77
Comparisons	Diff	SED	95% BCI	
None-up to 1	-5.4	4.44	-17.5	6.7
1 to 2-up to 1	-3.1	2.66	-10.3	4.2
2 to 3-up to 1	-4.9	4.87	-18.1	8.4
3 to 5-up to 1	-20.9	9.11	-45.7	3.8
More than 5-up to 1	-28.4	4.98	-41.9	-14.8
Missing-up to 1	-22.0	7.09	-41.3	-2.7

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 5.23: Agreement with the statement ‘I like school’, and pupil achievement (First class)**

	%T	%A	Mean	SE
Agree	60.0	61.9	246.4	2.65
Not sure	22.0	22.7	265.2	4.50
Disagree	14.8	15.3	248.4	3.31
Missing	3.2	0.0	219.5	8.83
Comparisons	Diff	SED	95% BCI	
Not sure-agree	18.8	4.76	<b>7.0</b>	<b>30.6</b>
Disagree-agree	2.0	3.66	-7.1	11.0
Missing-agree	-27.0	8.48	<b>-47.9</b>	<b>-6.1</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 5.24: Attitude to school, and pupil achievement (Fifth class)**

	%T	%A	Mean	SE
Like a lot	11.0	11.3	249.9	5.95
Like	49.3	50.6	257.2	2.14
Dislike	21.1	21.6	254.0	3.20
Dislike a lot	16.1	16.5	224.3	4.55
Missing	2.5	0.0	241.1	7.74
Comparisons	Diff	SED	95% BCI	
Like a lot-like	-7.3	5.56	-21.6	7.0
Dislike-like	-3.2	3.61	-12.5	6.1
Dislike a lot-like	-32.9	5.04	<b>-45.9</b>	<b>-20.0</b>
Missing-like	-16.07	8.05	-36.8	4.6

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 5.25: Agreement with the statement ‘I like reading’, and pupil achievement (First class)**

	%T	%A	Mean	SE
Agree	73.8	76.2	254.7	2.56
Not sure	14.8	15.3	242.0	3.30
Disagree	8.2	8.5	230.8	7.26
Missing	3.1	0.0	227.7	9.33
Comparisons	Diff	SED	95% BCI	
Not sure-agree	-12.7	3.25	<b>-20.7</b>	<b>-4.6</b>
Disagree-agree	-23.9	7.15	<b>-41.5</b>	<b>-6.2</b>
Missing-agree	-27.0	8.53	<b>-48.0</b>	<b>-5.9</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 5.26: Agreement with the statement ‘I like reading’, and pupil achievement (Fifth class)**

	%T	%A	Mean	SE
Strongly agree	38.0	38.9	269.4	2.74
Agree	39.5	40.3	243.2	2.55
Not sure	12.8	13.1	228.6	4.32
Disagree	5.3	5.4	235.9	9.01
Strongly disagree	2.3	2.3	214.8	5.76
Missing	2.2	0.0	230.2	6.77
Comparisons	Diff	SED	95% BCI	
Agree-strongly agree	-26.2	2.66	<b>-33.2</b>	<b>-19.2</b>
Not sure-strongly agree	-40.8	3.84	<b>-51.0</b>	<b>-30.6</b>
Disagree-strongly agree	-33.5	9.83	<b>-59.6</b>	<b>-7.5</b>
Strongly disagree-strongly agree	-54.6	6.60	<b>-72.1</b>	<b>-37.1</b>
Missing-Every day	-39.2	6.34	<b>-56.0</b>	<b>-22.4</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 5.29: Aspirations for school attainment, and pupil achievement (Fifth class)**

	%T	%A	Mean	SE
Go to College/University	69.6	71.4	259.0	2.18
Do leaving Cert	13.0	13.4	229.4	5.51
Do Junior Cert	2.1	2.1	208.4	8.49
Finish Primary school	1.3	1.3	221.8	8.33
Don't know	11.4	11.7	233.2	3.93
Missing	2.6	0.0	235.1	8.77
Comparisons	Diff	SED	95% BCI	
Finish primary-University	-37.2	7.86	<b>-58.0</b>	<b>-16.3</b>
Do JC-University	-50.5	9.06	<b>-74.5</b>	<b>-26.5</b>
Do LC-University	-29.6	5.22	<b>-43.4</b>	<b>-15.7</b>
Don't Know-University	-25.7	3.37	<b>-34.7</b>	<b>-16.8</b>
Missing-University	-23.9	8.29	<b>-45.8</b>	<b>-1.9</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 5.30: Expectations for school attainment, and pupil achievement (Fifth class)**

	%T	%A	Mean	SE
Go to College/University	52.8	54.2	261.6	2.72
Do leaving Cert	20.0	20.5	237.2	3.01
Do Junior Cert	2.2	2.3	212.5	5.33
Finish Primary school	0.8	0.9	192.6	6.08
Don't know	21.5	22.1	241.4	3.65
Missing	2.7	0.0	234.6	8.85
Comparisons	Diff	SED	95% BCI	
Finish primary-University	-69.0	5.99	<b>-84.9</b>	<b>-53.2</b>
Do JC-University	-49.1	5.37	<b>-63.3</b>	<b>-34.9</b>
Do LC-University	-24.5	2.96	<b>-32.3</b>	<b>-16.6</b>
Don't Know-University	-20.2	4.43	<b>-32.0</b>	<b>-8.5</b>
Missing-University	-27.1	8.19	<b>-48.8</b>	<b>-5.3</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 5.31: Mean achievement scores for those who did or did not complete the Pupil Questionnaire**

	1st class				5th class			
	%	Mean	SE		%	Mean	SE	
Completed	97.5	250.6	2.46		98.3	250.2	2.42	
Missing	2.5	227.2	8.48		1.7	239.9	6.86	
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Missing- Completed	-23.4	8.16	<b>-39.75</b> <b>-7.06</b>		-10.3	6.94	-24.17	3.62

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

## Chapter 5: Additional Tables

**Table 5.A1: Membership of the Traveller or settled community and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Yes	1.6	1.7	204.4	7.72	1.4	1.4	210.6	10.53
No	97.1	98.3	250.7	2.57	97.7	98.6	250.7	2.29
Missing	1.2	0.0	255.4	8.28	0.8	0.0	237.6	18.49
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
No-yes	46.4	7.74	<b>28.5</b>	<b>64.2</b>	40.1	10.28	<b>16.5</b>	<b>63.7</b>
Missing-yes	51.1	12.11	<b>23.2</b>	<b>78.9</b>	27.0	20.11	-19.2	73.1

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 5.A2: Language spoken at home and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
English	94.9	96.9	250.4	2.55	95.2	97.0	250.5	2.58
Gaeilge	0.7	0.7	272.0	14.36	0.8	0.8	250.7	9.32
Other	2.3	2.4	229.6	5.58	2.2	2.2	224.8	10.30
Missing	2.0	0.0	246.2	8.53	1.9	0.0	252.1	7.71
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Gaeilge-English	21.6	15.02	-15.5	58.7	0.2	10.73	-26.2	26.5
Other-English	-20.8	5.78	<b>-35.1</b>	<b>-6.6</b>	-25.7	10.74	-52.1	0.7
Missing-English	-4.2	7.93	-23.8	15.4	1.5	9.02	-20.7	23.7

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 5.A3: Place of birth and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Ireland	89.2	91.6	249.2	2.60	86.9	89.5	250.3	2.50
Other	8.2	8.4	255.4	4.14	10.2	10.5	249.5	3.86
Missing	2.6	0.0	261.1	10.64	2.9	0.0	242.0	7.58
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Other-Ireland	6.3	4.56	-4.2	16.8	-0.9	4.04	-10.2	8.4
Missing-Ireland	11.9	10.15	-11.5	35.3	-8.3	7.01	-24.5	7.9

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 5.A4: Mean scale scores for narrative, expository and documents, by pupil age**

		1st class				5th class			
		%T	%A	Mean	SE	%T	%A	Mean	SE
Narrative	Younger	36.6	36.7	244.2	2.90	35.0	35.0	252.5	2.50
	Average	29.8	29.8	253.1	3.22	35.9	35.9	248.2	2.09
	Older	33.5	33.5	253.6	2.85	29.1	29.1	249.3	3.58
	Missing	0.0	0.0	180.6	22.10	0.0	0.0	247.9	13.68
Expository	Younger	36.6	36.7	242.5	4.22	35.0	35.0	251.6	3.27
	Average	28.4	28.5	253.5	3.68	35.9	35.9	248.7	2.77
	Older	34.9	34.9	255.3	3.74	29.1	29.1	249.8	3.67
	Missing	0.1	0.0	193.3	7.27	0.0	0.0	228.3	36.92
Documents	Younger	36.4	36.4	242.9	3.34	35.0	35.0	254.8	2.42
	Average	31.7	31.7	254.3	4.37	35.9	35.9	250.3	2.08
	Older	31.9	31.9	253.9	2.81	29.1	29.1	243.9	3.98
	Missing	0.0	0.0	207.0	–	0.0	0.0	195.8	19.28
Comparisons		Diff	SED	95% BCI		Diff	SED	95% BCI	
Narrative	Young-Old	-9.4	3.37	<b>-17.1</b>	<b>-1.6</b>	3.2	3.62	-5.7	12.1
	Average-Old	-0.5	3.30	-8.1	7.1	-1.1	2.96	-8.4	6.2
	Missing-Old	-73.0	22.17	<b>-124.1</b>	<b>-22.0</b>	-1.4	14.33	-36.8	34.1
Expository	Young-Old	-12.8	5.05	<b>-24.4</b>	<b>-1.2</b>	1.9	3.99	-8.0	11.7
	Average-Old	-1.8	4.59	-12.3	8.8	-1.1	3.13	-8.8	6.7
	Missing-Old	-61.9	8.36	<b>-81.2</b>	<b>-42.7</b>	-21.5	37.18	-113.4	70.4
Documents	Young-Old	-11.0	3.72	<b>-20.2</b>	<b>-1.8</b>	10.9	3.95	<b>1.1</b>	<b>20.7</b>
	Average-Old	0.4	5.56	-13.3	14.1	6.3	3.22	-1.6	14.3
	Missing-Old	-46.9	–	–	–	-48.1	19.72	-96.8	0.6

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 5.A5: Teacher rating of pupils' behaviour in school, and pupil achievement**

		1st class				5th class			
		%T	%A	Mean	SE	%T	%A	Mean	SE
Very good		49.9	50.5	265.0	3.25	54.9	55.1	260.8	2.12
Good		27.6	28.0	242.6	2.42	26.5	26.6	246.8	2.63
Average		13.5	13.6	226.2	3.45	11.3	11.4	229.9	5.27
Fair		5.2	5.3	220.3	4.30	4.9	4.9	214.7	7.69
Poor		2.6	2.6	226.8	11.67	2.0	2.0	198.5	7.48
Missing		1.2	0.0	247.2	10.17	0.5	0.0	248.5	16.55
Comparisons		Diff	SED	95% BCI		Diff	SED	95% BCI	
Good-Very good		-22.4	2.96	<b>-30.3</b>	<b>-14.5</b>	-14.0	3.04	<b>-22.1</b>	<b>-5.9</b>
Average-Very good		-38.7	4.18	<b>-49.9</b>	<b>-27.6</b>	-30.9	4.63	<b>-43.2</b>	<b>-18.5</b>
Fair-Very good		-44.6	4.64	<b>-57.0</b>	<b>-32.3</b>	-46.0	6.96	<b>-64.6</b>	<b>-27.5</b>
Poor-Very good		-38.2	11.08	<b>-67.7</b>	<b>-8.6</b>	-62.3	7.59	<b>-82.5</b>	<b>-42.1</b>
Missing-Very good		-17.7	10.48	-45.7	10.2	-12.3	17.05	-57.7	33.2

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 5.A6: Teacher rating of pupils' participation in class, and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Very good	38.8	39.2	274.8	3.02	41.2	41.4	271.3	2.30
Good	29.2	29.5	245.2	3.81	29.5	29.7	250.1	3.19
Average	18.9	19.2	234.4	3.95	18.6	18.7	228.5	4.73
Fair	8.6	8.7	209.3	4.79	6.7	6.7	209.7	5.22
Poor	3.3	3.3	196.9	5.37	3.6	3.6	190.1	8.43
Missing	1.2	0.0	248.2	9.59	0.5	0.0	251.7	14.91
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Good-Very good	-29.6	4.24	<b>-40.9</b>	<b>-18.3</b>	-21.2	3.32	<b>-30.1</b>	<b>-12.3</b>
Average-Very good	-40.4	3.44	<b>-49.6</b>	<b>-31.2</b>	-42.7	4.63	<b>-55.1</b>	<b>-30.4</b>
Fair-Very good	-65.5	4.83	<b>-78.4</b>	<b>-52.7</b>	-61.6	5.20	<b>-75.4</b>	<b>-47.7</b>
Poor-Very good	-77.9	4.92	<b>-91.0</b>	<b>-64.8</b>	-81.1	8.08	<b>-102.7</b>	<b>-59.6</b>
Missing-Very good	-26.6	9.99	-53.2	0.0	-19.6	15.52	-60.9	21.8

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 5.A7: Teacher rating of pupils' persistence in schoolwork, and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Very good	36.1	36.6	275.6	2.81	36.7	37.0	276.9	2.48
Good	26.4	26.7	250.6	3.56	29.2	29.4	247.5	3.80
Average	20.9	21.2	234.9	4.12	19.4	19.5	232.3	3.48
Fair	10.0	10.1	218.3	3.25	9.2	9.2	219.5	6.40
Poor	5.2	5.3	191.3	4.73	4.8	4.8	189.4	4.76
Missing	1.3	0.0	249.7	9.17	0.7	0.0	245.5	12.92
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Good-Very good	-25.0	3.37	<b>-34.0</b>	<b>-16.1</b>	-29.4	3.72	<b>-39.3</b>	<b>-19.5</b>
Average-Very good	-40.7	4.18	<b>-51.9</b>	<b>-29.6</b>	-44.6	3.70	<b>-54.5</b>	<b>-34.8</b>
Fair-Very good	-57.3	3.46	<b>-66.5</b>	<b>-48.1</b>	57.4	6.54	<b>-74.8</b>	<b>-40.0</b>
Poor-Very good	-84.3	5.15	<b>-98.1</b>	<b>-70.6</b>	-87.6	5.06	<b>-101.0</b>	<b>-74.1</b>
Missing-Very good	-25.9	9.63	<b>-51.6</b>	<b>-0.3</b>	-31.4	13.56	-67.5	4.8

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 5.A8: Teacher rating of pupils' ability to get along with other children, and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Very good	40.9	41.4	268.1	3.74	47.6	47.9	263.8	2.32
Good	34.0	34.4	243.1	2.50	32.7	32.9	246.4	3.46
Average	16.0	16.2	232.0	4.15	13.2	13.3	227.0	3.81
Fair	6.3	6.3	224.6	3.56	4.1	4.2	216.8	7.72
Poor	1.7	1.7	218.3	7.67	1.8	1.8	197.0	5.87
Missing	1.1	0.0	246.4	10.14	0.6	0.0	246.7	15.41
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Good-Very good	-25.0	4.56	<b>-37.1</b>	<b>-12.9</b>	-17.4	3.21	<b>-25.9</b>	<b>-8.8</b>
Average-Very good	-36.1	3.16	<b>-44.5</b>	<b>-27.7</b>	-36.8	3.97	<b>-47.4</b>	<b>-26.2</b>
Fair-Very good	-43.6	4.51	<b>-55.6</b>	<b>-31.5</b>	-47.0	8.10	<b>-68.6</b>	<b>-25.4</b>
Poor-Very good	-49.8	7.23	<b>-69.1</b>	<b>-30.5</b>	-66.8	5.91	<b>-82.5</b>	<b>-51.0</b>
Missing-Very good	-21.7	10.88	-50.7	7.3	-17.1	16.0	-59.7	25.5

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 5.A9: Teacher rating of pupils' ability to work with limited supervision, and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Very good	35.8	36.3	277.5	3.52	35.6	35.8	277.4	2.55
Good	24.1	24.5	252.4	3.50	28.4	28.6	248.6	3.96
Average	19.9	20.2	236.9	3.61	21.0	21.1	235.6	3.80
Fair	10.9	11.1	215.4	2.62	7.7	7.8	210.1	4.73
Poor	7.9	8.0	200.5	5.35	6.6	6.7	200.6	6.64
Missing	1.4	0.0	243.5	8.41	0.6	0.0	253.6	12.83
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Good-Very good	-25.1	3.42	<b>-34.2</b>	<b>-16.0</b>	-28.9	3.56	<b>-38.3</b>	<b>-19.4</b>
Average-Very good	-40.6	3.69	<b>-50.4</b>	<b>-30.7</b>	-41.8	3.74	<b>-51.8</b>	<b>-31.9</b>
Fair-Very good	-62.1	4.01	<b>-72.8</b>	<b>-51.4</b>	-67.3	5.37	<b>-81.6</b>	<b>-53.0</b>
Poor-Very good	-77.0	5.39	<b>-91.3</b>	<b>-62.6</b>	-76.8	6.71	-94.7	59.0
Missing-Very good	-34.0	9.21	<b>-58.5</b>	<b>-9.4</b>	-23.8	13.36	-59.4	11.8

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 5.A10: Components of factor for teacher ratings of pupil behaviour (First class)**

	Factor loading
Attention span/concentration	0.927
Persistence in school work	0.921
Ability to work with limited supervision	0.914
Participation in class	0.829
Behaviour in school	0.790
Getting along with other children	0.782

Extraction Method: Principal Component Analysis.



**Table 5.A11: Components of factor for teacher ratings of pupil behaviour (Fifth class)**

	Factor loading
Attention span/concentration	0.931
Persistence in school work	0.923
Ability to work with limited supervision	0.921
Participation in class	0.846
Behaviour in school	0.773
Getting along with other children	0.715

Extraction Method: Principal Component Analysis.

**Table 5.A12: Frequency of reading magazines or comics for fun, and pupil achievement (First class)**

	%T	%A	Mean	SE
Every day (RefGroup)	21.4	22.0	241.0	4.07
Some days	48.0	49.3	260.6	2.74
Never	27.8	28.6	241.2	2.41
Missing	2.8	0.0	224.4	8.25
Comparisons	Diff	SED	95% BCI	
Some days-every day	19.7	3.45	<b>11.1</b>	<b>28.2</b>
Never-every day	0.2	4.55	-11.1	11.4
Missing-every day	-16.6	8.14	-36.7	3.5

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 5.A13: Frequency of reading with mother and father, and pupil achievement (First class)**

	%T	%A	Mean	SE
Every day (RefGroup)	35.6	37.0	240.3	2.37
Some days	47.5	49.4	258.0	2.99
Never	13.1	13.6	255.4	3.65
Missing	3.8	0.0	221.6	7.70
Comparisons	Diff	SED	95% BCI	
Some days-every day	17.7	2.55	<b>11.5</b>	<b>24.0</b>
Never-every day	15.1	3.34	<b>6.8</b>	<b>23.3</b>
Missing-every day	-18.7	7.54	-37.3	-0.04

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 5.A14: Frequency of reading magazines or comics at home, and pupil achievement (Fifth class)**

	%T	%A	Mean	SE
Hardly ever/never	12.7	12.9	235.6	7.10
Few times a year	11.6	11.8	260.6	4.82
Few times a month	27.3	27.9	262.0	3.68
Once or twice a week	32.8	33.5	249.3	2.22
Every day	13.5	13.8	234.7	3.71
Missing	2.2	0.0	231.6	5.18
Comparisons	Diff	SED	95% BCI	
Every day-few times a month	-27.3	4.34	<b>-38.8</b>	<b>-15.8</b>
Once or twice a week- few times a month	-12.7	4.37	<b>-24.3</b>	<b>-1.1</b>
Few times a year- few times a month	-1.4	6.14	-17.7	14.9
Hardly ever/never- few times a month	-26.4	8.17	<b>-48.1</b>	<b>-4.8</b>
Missing- few times a month	-30.4	6.69	<b>-48.2</b>	<b>-12.7</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 5.A15: Frequency of reading emails and web pages at home, and pupil achievement (Fifth class)**

	%T	%A	Mean	SE
Hardly ever/never	52.1	53.5	245.1	2.56
Few times a year	15.3	15.7	258.8	3.34
Few times a month	14.9	15.3	262.0	3.58
Once or twice a week	10.7	11.0	251.5	7.56
Every day	4.5	4.6	246.5	5.44
Missing	2.6	0.0	228.8	5.55
Comparisons	Diff	SED	95% BCI	
Every day-few times a month	-15.5	6.28	-32.1	1.2
Once or twice a week- few times a month	-10.5	7.18	-29.5	8.6
Few times a year- few times a month	-3.2	5.16	-16.9	10.5
Hardly ever/never- few times a month	-16.9	2.99	<b>-24.8</b>	<b>-9.0</b>
Missing- few times a month	-33.2	5.39	<b>-47.5</b>	<b>-18.9</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 5.A16: Frequency of reading newspapers at home, and pupil achievement (Fifth class)**

	%T	%A	Mean	SE
Hardly ever/never	25.8	26.4	243.3	3.63
Few times a year	13.7	14.0	262.5	4.65
Few times a month	17.4	17.8	260.1	4.04
Once or twice a week	28.9	29.5	251.5	2.55
Every day	12.2	12.4	235.9	3.61
Missing	2.1	0.0	228.0	7.83
Comparisons	Diff	SED	95% BCI	
Every day-few times a month	<b>-24.2</b>	<b>4.95</b>	<b>-37.3</b>	<b>-11.0</b>
Once or twice a week- few times a month	-8.6	<b>4.43</b>	-20.4	3.1
Few times a year- few times a month	2.3	5.51	-12.3	17.0
Hardly ever/never- few times a month	-16.8	5.51	<b>-31.4</b>	<b>-2.2</b>
Missing- few times a month	<b>-32.1</b>	8.04	<b>-53.4</b>	<b>-10.8</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 5.A17: Components of the Pupil Attitudes to Reading Factors (First class)**

	Factor loadings	
	Social & interesting activity	Perceived ability
I like to tell my family about what I am reading	.689	
I like to talk to my friends about what I am reading	.649	
I like reading	.628	
I like school	.562	
I like to read about things that interest me	.541	
Do you think you are good at reading		.860
My teacher thinks I am good at reading		.662

Extraction Method: Principal Component Analysis. Rotation Method: Varimax.

**Table 5.A18: Components of the Pupil Attitudes to Reading Factors (Fifth class)**

	Enjoyable/valuable activity	Factor loadings		
		Social activity	Competence	Challenging reading
For me, reading is a waste of time	-.733			
I read only to get the information I need	-.733			
I read only if I have to	-.733			
Reading is boring	-.719			
I like reading	.677			
I cannot sit still and read for more than a few minutes	-.665			
Reading is one of my favourite hobbies	.563	.422		
I feel happy if I get a book as a present	.525	.450		
I enjoy going to a book shop or library	.521	.508		
I find it hard to finish books	-.494			
I talk to my friends about what I am reading		.689		
I like to tell my family about what I am reading		.655		
My friends and I like to swap things to read		.632		
I like chatting to other people about books		.625		
I sometimes read to my parents		.602		
I like to visit the library with my family		.566		
My parents tell me what a good job		.455		
I know I will be good at reading next year			.690	
I am a good reader			.679	
My teacher thinks I am a good reader			.670	
My friends think I am a good reader			.593	
My teacher expects me to do well in reading			.514	
I learn more from reading than most other pupils in the class			.503	
It is important for me to do well at reading			.486	
I like people to tell me I am good at reading			.481	
I don't like reading something when the words are too difficult				-.731
Complicated stories are no fun to read				-.718
I like hard, challenging books				.616
I can understand the hardest books I am asked to read				.613
I don't like it when there are too many people in the story				.489

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.  
Rotation converged in 3 iterations.

## Chapter 6: Tables

**Table 6.1: Percentage (SE) of pupils living in households of various compositions**

	1st class (N=3588)	5th class (N=3906)
Mother & Father	81.2 (1.22)	79.3 (1.36)
Lone Mother	15.1 (1.08)	15.1 (1.22)
Parent & guardian	1.7 (0.28)	2.9 (0.41)
Lone Father	1.0 (0.26)	1.9 (0.40)
Other	1.0 (0.17)	0.8 (0.17)

**Table 6.2: Lone parent status and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Lone parent/guardian	15.2	16.3	241.2	3.18	16.5	17.3	234.3	3.46
Other	78.2	83.7	254.2	2.50	79.0	82.7	255.3	2.26
Missing	6.6	0.0	220.9	4.30	4.5	0.0	213.9	5.27
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Other-LP	13.0	2.89	<b>6.4</b>	<b>19.7</b>	21.1	2.71	<b>14.8</b>	<b>27.3</b>
Missing-LP	-20.2	3.73	<b>-28.8</b>	<b>-11.7</b>	-20.4	5.06	<b>-32.0</b>	<b>-8.7</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 6.4: Number of siblings and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
No siblings	9.0	10.8	256.0	3.06	5.5	6.6	255.9	4.84
1 sibling	28.1	33.7	254.0	2.79	23.3	28.2	260.0	2.35
2 siblings	27.7	33.2	260.8	2.86	26.2	31.7	257.0	2.75
3 siblings	11.7	14.0	251.2	4.21	15.9	19.3	253.2	4.66
4+ siblings	6.9	8.3	240.6	7.97	11.7	14.2	237.3	7.11
Missing	16.6	0.0	225.0	3.40	17.5	0.0	229.9	3.80
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
None – 4+ siblings	15.39	8.3	-6.8	37.6	18.6	9.75	-7.4	44.6
1 – 4+ siblings	13.42	8.4	-9.0	35.8	22.7	7.26	<b>3.3</b>	<b>42.0</b>
2 – 4+ siblings	20.18	7.6	<b>0.0</b>	<b>40.4</b>	19.7	7.14	<b>0.6</b>	<b>38.7</b>
3 – 4+ siblings	10.67	7.5	-9.2	30.6	16.0	8.64	-7.0	39.0
Missing – 4+ siblings	-15.53	8.0	-36.9	5.8	-7.5	6.21	-24.0	9.1

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 6.5: Birth order, and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Only child	9.3	10.6	254.9	3.13	5.6	6.5	256.7	4.30
Youngest	28.0	32.0	251.5	3.33	27.2	31.5	249.7	2.61
Middle	25.1	28.6	249.7	4.41	28.2	32.7	247.6	3.62
Oldest	25.3	28.8	258.3	2.44	25.3	29.4	262.5	2.80
Missing	12.4	0.0	226.4	3.53	13.7	0.0	229.6	4.12
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Only – oldest	-3.4	3.0	-11.1	4.4	-5.8	5.3	-19.4	7.8
Youngest – oldest	-6.8	2.7	-13.8	0.2	-12.8	3.8	<b>-22.6</b>	<b>-3.0</b>
Middle – oldest	-8.6	4.2	-19.4	2.3	-14.9	3.3	<b>-23.4</b>	<b>-6.3</b>
Missing – oldest	-32.0	3.8	<b>-41.8</b>	<b>-22.1</b>	-32.9	4.5	<b>-44.5</b>	<b>-21.3</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 6.6: Maternal employment status, and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Full-time employed	22.6	23.3	261.0	2.39	26.7	27.4	255.8	3.24
Part-time employed	32.3	33.4	251.4	3.33	33.2	34.0	250.7	2.63
Looking for work	2.9	3.0	231.5	4.80	3.3	3.3	247.8	6.92
Home duties	35.8	36.9	245.6	3.46	30.3	31.1	247.0	3.4
Other	3.3	3.4	243.7	8.09	4.1	4.2	252.4	7.65
Missing	3.2	0.0	230.5	9.02	2.5	0.0	213.5	9.37
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Part-time – full-time	-9.6	3.69	-19.4	0.3	-5.2	3.92	-15.6	5.2
Unemp – full-time	-29.4	5.37	<b>-43.7</b>	<b>-15.1</b>	-8.1	7.39	-27.7	11.5
Home – full-time	-15.3	4.04	<b>-26.1</b>	<b>-4.6</b>	-8.8	4.5	-20.7	3.1
Other– full-time	-17.3	7.84	-38.2	3.6	-3.5	7.35	-22.9	16.0
Missing– full-time	-30.5	9.05	<b>-54.6</b>	<b>-6.4</b>	-42.4	9.55	<b>-67.7</b>	<b>-17.1</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 6.7: Paternal employment status, and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Full-time employed	79.7	88.7	254.1	2.46	77.6	84.8	255.0	2.38
Part-time employed	3.5	3.9	238.1	8.16	5.6	6.2	239.5	8.63
Looking for work	2.7	3.0	242.0	12.66	3.4	3.7	208.3	7.64
Home duties	1.4	1.6	240.9	11.81	1.8	2.0	253.1	5.41
Other	2.5	2.8	234.2	6.31	3.0	3.3	242.8	8.29
Missing	10.2	0.0	229.3	4.69	8.5	0.0	229.6	6.2
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
PT-FT employed	-16.0	7.97	-37.3	5.2	-15.5	9.28	-40.1	9.1
Unemp-FT employed	-12.1	11.77	-43.4	19.3	-46.7	6.92	<b>-65.1</b>	<b>-28.4</b>
Home-FT employed	-13.2	12.31	-46.0	19.6	-1.9	5.78	-17.3	13.4
Other-FT employed	-19.9	6.43	<b>-37.0</b>	<b>-2.7</b>	-12.2	8.79	-35.5	11.1
Missing-FT employed	-19.9	6.43	<b>-37.0</b>	<b>-2.7</b>	-25.5	5.65	<b>-40.5</b>	<b>-10.5</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 6.8: Parental employment status, and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
No parent employed	7.0	7.2	226.4	6.01	7.4	7.5	223.8	6.89
One parent employed	44.2	45.0	246.6	2.95	39.5	40.0	249.4	3.95
Both parents employed	47.0	47.9	257.7	2.41	51.8	52.4	255.1	1.94
Missing	1.8	0.0	223.6	11.87	1.2	0.0	211.2	12.58
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
1 employed – both	-11.1	2.72	<b>-17.8</b>	<b>-4.4</b>	-5.7	3.86	-15.3	3.8
none employed - both	-31.4	5.79	<b>-45.7</b>	<b>-17.1</b>	-31.4	6.73	<b>-48.0</b>	<b>-14.8</b>
Missing - both	-34.1	11.63	<b>-62.9</b>	<b>-5.4</b>	-43.9	12.20	<b>-74.0</b>	<b>-13.8</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 6.10: Medical card possession, and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Yes	20.3	21.7	231.4	4.33	22.2	23.5	230.4	4.51
No	72.9	78.3	257.4	2.16	72.3	76.5	258.7	2.19
Missing	6.8	0.0	226.0	4.94	5.5	0.0	214.9	5.41
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Yes – No	-26.1	3.54	<b>-34.2</b>	<b>-17.9</b>	-28.3	4.67	<b>-39.0</b>	<b>-17.5</b>
Missing – No	-31.4	5.31	<b>-43.6</b>	<b>-19.2</b>	-43.8	4.99	<b>-55.3</b>	<b>-32.3</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 6.11: Maternal educational attainment, and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
No post-primary exam	3.8	4.4	226.7	11.04	6.2	7.1	215.4	5.29
Junior Cert./similar	19.0	21.8	234.1	4.56	18.7	21.5	231.7	3.89
Leaving Cert. (RefGroup)	18.3	21.0	254.3	3.42	16.9	19.4	256.5	2.11
PLC/Certificate/Diploma	29.4	33.7	260.0	2.41	26.6	30.6	260.3	2.36
Undergrad. Degree	12.7	14.6	270.1	2.98	14.5	16.7	272.3	5.19
Postgrad. degree	3.9	4.4	276.0	4.17	4.1	4.8	286.8	4.27
Missing	12.9	0.0	223.8	4.21	13.0	0.0	226.7	4.84
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
No exam – LC	-27.7	9.51	<b>-53.8</b>	<b>-1.5</b>	-41.1	5.50	<b>-56.2</b>	<b>-26.0</b>
Junior Cert – LC	-20.2	5.01	<b>-34.0</b>	<b>-6.4</b>	-24.8	4.82	<b>-38.1</b>	<b>-11.6</b>
PLC/Cert/Dip – LC	5.6	4.18	-5.9	17.1	3.8	3.03	-4.6	12.1
Undergrad. – LC	15.8	4.72	<b>2.8</b>	<b>28.7</b>	15.8	5.68	<b>0.2</b>	<b>31.4</b>
Postgrad. - LC	21.7	5.00	<b>8.0</b>	<b>35.4</b>	30.2	5.24	<b>15.8</b>	<b>44.6</b>
Missing - LC	-30.6	4.50	<b>-43.0</b>	<b>-18.2</b>	-29.8	5.16	<b>-44.0</b>	<b>-15.6</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 6.12: Paternal educational attainment, and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
No post-primary exam	3.7	5.0	230.7	6.67	5.2	7.4	235.6	6.46
Junior Cert./similar	24.4	33.1	244.8	4.35	22.1	31.1	243.9	4.13
Leaving Cert. (RefGroup)	16.5	22.4	252.7	3.07	15.3	21.5	253.5	3.49
PLC/Certificate/Diploma	15.8	21.4	263.6	4.02	13.9	19.6	266.5	2.7
Undergrad. Degree	9.0	12.2	272.1	3.51	9.1	12.8	279.0	5.01
Postgrad. degree	4.3	5.9	274.7	5.61	5.4	7.6	275.5	4.72
Missing	26.4	0.0	236.1	3.51	28.9	0.0	233.6	3.42
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
No exam – LC	-22.0	6.97	<b>-41.2</b>	<b>-2.9</b>	-18.0	7.17	-37.7	1.8
Junior Cert – LC	-7.8	5.19	-22.1	6.4	-9.7	4.89	-23.1	3.8
PLC/Cert/Dip – LC	11.0	4.22	-0.6	22.6	13.0	4.39	<b>0.9</b>	<b>25.0</b>
Undergrad. – LC	19.4	4.74	<b>6.4</b>	<b>32.4</b>	25.5	6.07	<b>8.8</b>	<b>42.1</b>
Postgrad. - LC	22.0	5.86	<b>5.9</b>	<b>38.1</b>	22.0	6.10	<b>5.2</b>	<b>38.8</b>
Missing - LC	-16.5	4.22	<b>-28.1</b>	<b>-4.9</b>	-19.9	4.72	<b>-32.9</b>	<b>-7.0</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 6.13: Parental educational attainment, and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
No post-primary exam	2.9	3.1	229.4	15.67	4.3	4.6	214.6	3.99
Junior Cert./similar	16.0	17.4	231.1	4.49	17.9	19.3	227.0	5.15
Leaving Cert. (RefGroup)	19.2	20.9	246.2	2.99	17.8	19.2	251.0	2.35
PLC/Certificate/Diploma	31.1	33.8	257.4	2.59	27.5	29.8	257.2	2.35
Undergrad. Degree	16.0	17.4	269.2	2.87	16.9	18.3	272.2	4.38
Postgrad. degree	6.8	7.4	273.9	4.38	8.1	8.8	278.0	3.02
Missing	8.1	0.0	216.7	4.91	7.5	0.0	215.7	6.22
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
No exam – LC	-16.8	13.84	-54.9	21.2	-36.4	4.00	<b>-47.4</b>	<b>-25.4</b>
Junior Cert – LC	-15.1	3.30	<b>-24.2</b>	<b>-6.0</b>	-24.0	5.95	<b>-40.4</b>	<b>-7.7</b>
PLC/Cert/Dip – LC	11.2	3.73	<b>1.0</b>	<b>21.5</b>	6.2	3.15	-2.5	14.9
Undergrad. – LC	23.0	4.44	<b>10.8</b>	<b>35.2</b>	21.2	4.78	<b>8.1</b>	<b>34.3</b>
Postgrad. - LC	27.7	5.33	<b>13.0</b>	<b>42.4</b>	27.0	3.97	<b>16.1</b>	<b>37.9</b>
Missing - LC	-29.5	5.19	<b>-43.8</b>	<b>-15.3</b>	-35.3	6.90	<b>-54.3</b>	<b>-16.4</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.



**Table 6.14: Home-school contact (excluding parent-teacher meetings), and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
No contact	45.5	48.5	265.2	2.63	59.9	62.7	262.6	2.37
Once or twice	33.5	35.7	241.8	3.07	27.4	28.6	236.8	4.02
3 or 4 times	10.3	11.0	237.0	4.33	6.3	6.6	217.3	4.26
5 or more	4.5	4.8	225.3	5.63	2.0	2.1	236.5	17.57
Missing	6.2	0.0	222.6	5.35	4.5	0.0	213.8	6.69
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
1/2 – none	-23.4	3.20	<b>-31.7</b>	<b>-15.2</b>	-25.8	3.90	<b>-35.9</b>	<b>-15.7</b>
3/4 – none	-28.3	5.37	<b>-42.1</b>	<b>-14.4</b>	-45.3	4.99	<b>-58.2</b>	<b>-32.4</b>
5+ – none	-39.9	5.31	<b>-53.6</b>	<b>-26.2</b>	-26.2	16.58	-68.9	16.6
Missing - none	-42.6	5.03	<b>-55.6</b>	<b>-29.6</b>	-48.8	6.19	<b>-64.8</b>	<b>-32.9</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 6.15: Teacher ratings of parental support in developing their child's English, and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Very supportive	69.1	70.0	260.1	2.65	64.0	64.5	262.6	1.79
Somewhat supportive	25.0	25.3	228.7	3.24	29.0	29.2	232.1	3.25
Not supportive	3.1	3.1	203.7	3.60	3.5	3.6	198.6	4.63
Not known	1.6	1.6	235.8	12.08	2.8	2.8	216.4	8.33
Missing	1.2	0.0	247.8	8.31	0.6	0.0	235.3	15.83
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
S/what supp-V supp	-31.4	3.07	<b>-39.3</b>	<b>-23.5</b>	-30.5	2.87	<b>-37.9</b>	<b>-23.1</b>
Not supp-V supp	-56.4	4.11	<b>-67.0</b>	<b>-45.8</b>	-64.0	4.98	<b>-76.8</b>	<b>-51.1</b>
Not known-V supp	-24.3	12.58	-56.7	8.2	-46.2	8.00	<b>-66.8</b>	<b>-25.6</b>
Missing-V supp	-12.3	8.74	-34.8	10.3	-27.3	16.21	-69.1	14.5

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 6.16: Frequency of someone in the home reading to child (pre-school), and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Every day	32.0	33.8	269.4	3.76	35.8	37.2	271.1	2.58
Few times a week	47.2	49.9	247.0	2.44	44.5	46.2	243.2	2.30
Few times month	12.8	13.5	232.5	3.63	12.9	13.4	234.1	3.68
Rarely / Never	2.6	2.7	216.5	3.63	3.1	3.2	216.4	8.09
Missing	5.4	0.0	218.5	3.65	3.7	0.0	211.6	5.94
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Few wk- Every day	-22.4	3.70	<b>-31.9</b>	<b>-12.8</b>	-27.8	2.47	<b>-34.2</b>	<b>-21.5</b>
Few m- Every day	-36.8	3.99	<b>-47.1</b>	<b>-26.6</b>	-37.0	4.66	<b>-49.0</b>	<b>-25.0</b>
Hardly- Every day	-52.8	5.25	<b>-66.4</b>	<b>-39.3</b>	-54.7	7.50	<b>-74.0</b>	<b>-35.3</b>
Miss- Every day	-50.8	5.18	<b>-64.2</b>	<b>-37.5</b>	-59.5	5.48	<b>-73.6</b>	<b>-45.3</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 6.17: Percentages (SE) of parents indicating that they provided various types of help with their child's English homework**

	1st class (N=3650) % Yes	5th class (N=3951) % Yes
Reading aloud	82.4 (1.42)	38.7 (1.44)
Answering questions about reading	54.4 (1.86)	50.8 (1.30)
Writing a story or essay	38.7 (2.53)	52.6 (1.96)
Learning spellings	87.2 (1.64)	76.2 (1.02)
Completing workbook exercises	68.2 (1.45)	45.9 (1.91)

**Table 6.18: Whether parents provide homework help with reading aloud, and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Yes	78.3	82.4	249.3	2.65	37.4	38.7	243.4	2.70
No	16.7	17.6	262.8	3.87	59.2	61.3	256.3	2.90
Missing	5.0	0.0	218.4	3.99	3.4	0.0	212.3	2.39
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Yes-No	-13.5	3.4	<b>-21.4</b>	<b>-5.6</b>	-12.9	3.3	<b>-20.5</b>	<b>-5.4</b>
Yes-Missing	30.9	4.3	<b>20.9</b>	<b>40.9</b>	30.9	6.2	<b>16.5</b>	<b>45.3</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 6.22: Percentages (SE) of parents indicating various resources were available for their child's use for educational purposes at home**

	1st class (N=3650) % Yes	5th class (N=3950) % Yes
Encyclopaedia	45.6 (2.20)	57.7 (2.03)
Dictionary	73.1 (1.51)	92.3 (0.86)
Computer	64.5 (1.94)	73.8 (1.79)
Internet access	41.6 (1.85)	55.1 (2.07)
Quiet place to study	84.9 (0.92)	87.0 (1.23)

**Table 6.23: Availability of educational resources in the home, and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
0 resources	12.4	13.1	219.4	3.56	3.6	3.7	193.2	6.06
1 resource	18.7	19.7	241.6	3.69	15.6	16.1	221.2	3.14
2 resources	20.1	21.1	254.6	5.37	16.5	17.1	239.9	3.57
3 resources	20.4	21.5	261.3	3.43	22.9	23.7	256.2	2.84
4 resources	23.4	24.6	265.9	2.86	38.0	39.4	271.1	1.69
Missing	5.0	0.0	218.4	3.99	3.4	0.0	212.9	6.48
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
0 res – 4 res	-46.5	4.44	<b>-58.4</b>	<b>-34.7</b>	-77.9	6.29	<b>-94.7</b>	<b>-61.2</b>
1 res – 4 res	-24.3	3.98	<b>-35.0</b>	<b>-13.7</b>	-50.0	3.04	<b>-58.1</b>	<b>-41.9</b>
2 res – 4 res	-11.3	5.39	-25.7	3.1	-31.2	3.46	<b>-40.4</b>	<b>-22.0</b>
3 res – 4 res	-4.6	3.56	-14.1	4.9	-14.9	3.21	<b>-23.5</b>	<b>-6.4</b>
Missing – 4 res	-47.5	4.61	<b>-59.8</b>	<b>-35.3</b>	-58.3	6.23	<b>-74.9</b>	<b>-41.7</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 6.24: Availability of a quiet place to study at home, and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Yes	80.7	84.9	252.5	2.22	84.0	87.0	255.4	2.01
No	14.3	15.1	247.1	4.89	12.5	13.0	223.8	3.85
Missing	5.0	0.0	218.4	3.99	3.4	0.0	212.3	6.48
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
No – Yes	5.4	3.60	-2.9	13.7	31.6	2.78	<b>25.2</b>	<b>38.0</b>
Missing -Yes	-28.7	5.41	<b>-41.2</b>	<b>-16.3</b>	-11.5	6.55	-26.5	3.5

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 6.25: Number of books in the home, and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
None	1.3	1.4	206.9	5.23	1.1	1.1	187.0	6.34
1 – 10 books	9.8	10.4	221.7	4.14	9.6	10.0	213.7	4.51
11 – 50 books	25.9	27.5	240.7	3.11	23.6	24.6	235.5	2.54
51 – 100 books	22.1	23.4	253.6	4.56	23.0	24.0	250.9	3.91
101 – 250 books	18.6	19.7	265.9	2.86	18.2	19.0	265.2	2.94
251 – 500 books	9.3	9.9	267.2	4.41	12.2	12.7	274.1	2.78
500+ books	7.3	7.7	275.6	5.18	8.3	8.6	286.6	3.74
Missing	5.9	0.0	224.8	5.23	4.1	0.0	217.6	5.85
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
None – 1 to 10	-14.8	6.58	-33.2	3.6	-26.7	6.01	<b>-43.5</b>	<b>-9.9</b>
11 to 50 – 1 to 10	19.0	4.82	<b>5.6</b>	<b>32.5</b>	21.8	4.50	<b>9.2</b>	<b>34.4</b>
101 to 250 – 1 to 10	31.9	6.37	<b>14.2</b>	<b>49.7</b>	37.2	3.94	<b>26.2</b>	<b>48.3</b>
251 to 500 – 1 to 10	44.2	4.68	<b>31.1</b>	<b>57.2</b>	51.5	4.68	<b>38.4</b>	<b>64.5</b>
500 plus – 1 to 10	44.2	4.68	<b>31.1</b>	<b>57.2</b>	51.5	4.68	<b>38.4</b>	<b>64.5</b>
Missing – 1 to 10	3.1	5.87	-13.3	19.5	3.9	6.21	-13.5	21.3

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 6.26: Percentage (SE) of parents indicating that they set various types of rules for watching TV/DVD/Videos, or playing computer games**

	% Yes: 1st class		% Yes: 5th class	
	TV (N=3638)	Games (N=3388)	TV (N=3950)	Games (N=3848)
Have rules	95.7 (0.69)	88.3 (0.97)	92.9 (0.57)	86.3 (1.10)
- Limit time spent watching/playing	65.5 (1.74)	67.4 (1.48)	54.9 (1.61)	59.0 (1.62)
- Limit types of material watched/played	71.1 (1.40)	58.5 (1.98)	64.4 (1.59)	50.5 (1.42)
- Limit to after homework completed	70.1 (1.24)	58.7 (1.36)	66.6 (1.53)	59.6 (1.90)
- Other	8.6 (1.07)	10.7 (0.85)	8.6 (0.85)	7.5 (0.71)

**Table 6.27: Number of rules about TV viewing, and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
None	4.4	4.7	235.5	5.38	7.5	7.8	239.6	6.71
One	21.4	22.6	240.2	3.87	27.8	28.8	239.9	2.87
Two	28.0	29.6	255.2	3.41	26.6	27.6	253.4	3.89
Three	37.0	39.1	257.3	2.57	31.7	32.8	260.2	2.33
Four	3.9	4.1	257.6	5.05	2.9	3.0	273.9	7.03
Missing	5.3	0.0	218.1	3.85	3.4	0.0	212.9	6.48
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
None – Three	-21.8	5.5	<b>-35.9</b>	<b>-7.6</b>	-20.6	6.8	<b>-38.2</b>	<b>-3.0</b>
One - Three	-17.0	3.3	<b>-25.6</b>	<b>-8.4</b>	-20.3	3.3	<b>-28.7</b>	<b>-11.9</b>
Two – Three	-2.1	3.0	-9.7	5.6	-6.8	3.9	-16.8	3.2
Four – Three	0.3	5.2	-13.1	13.7	13.7	6.5	-2.8	30.3
Missing – Three	-39.2	4.3	<b>-50.2</b>	<b>-28.2</b>	-47.4	6.1	<b>-63.1</b>	<b>-31.6</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 6.28: Parents' expectations for their child's educational attainment, and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Before Junior Cert.	0.1	0.2	228.9	18.33	0.3	0.4	211.0	16.05
Junior Cert.	0.4	0.5	213.1	12.51	1.3	1.4	200.6	7.13
Leaving Cert.	15.6	17.3	221.7	3.51	18.5	19.9	216.9	4.42
PLC/Certificate/Diploma	17.3	19.1	242.6	4.14	18.0	19.3	241.0	3.51
Third level degree	56.7	62.9	264.4	2.31	55.0	59.0	269.1	1.68
Missing	9.9	0.0	226.9	4.81	6.8	0.0	221.2	4.95
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Before JC - Degree	-35.5	18.3	-84.2	13.3	-58.1	16.1	<b>-101.0</b>	<b>-15.3</b>
JC – Degree	-51.3	12.8	<b>-85.3</b>	<b>-17.3</b>	-68.5	7.4	<b>-88.2</b>	<b>-48.7</b>
LC – Degree	-42.7	3.1	<b>-51.0</b>	<b>-34.4</b>	-52.2	4.3	<b>-63.8</b>	<b>-40.6</b>
PLC – Degree	-21.8	3.7	<b>-31.8</b>	<b>-11.8</b>	-28.2	4.1	<b>-39.1</b>	<b>-17.2</b>
Missing - Degree	-37.5	4.8	<b>-50.4</b>	<b>-24.7</b>	-48.0	4.9	<b>-61.0</b>	<b>-34.9</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 6.29: Whether parents have decided on a post-primary school for their child, and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Yes	53.0	57.1	253.1	2.23	74.0	78.6	254.7	2.40
No	39.8	42.9	251.0	3.54	20.1	21.4	243.2	3.41
Missing	7.1	0.0	221.3	3.55	5.8	0.0	213.8	4.74
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Yes - No	-2.2	3.0	-9.0	4.7	-11.5	3.0	<b>-18.4</b>	<b>-4.5</b>
Missing - No	-31.8	3.4	<b>-39.5</b>	<b>-24.1</b>	-40.9	4.8	<b>-51.8</b>	<b>-29.9</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 6.30: Whether or not the Parent Questionnaire was completed, and mean achievement scores**

	1st class			5th class		
	%	Mean	SE	%	Mean	SE
Completed	95.0	251.7	2.48	96.6	251.3	2.32
Missing	5.0	218.4	3.99	3.4	212.3	6.48
Comparisons	Diff	SED	95% BCI	Diff	SED	95% BCI
Missing- Completed	-33.3	4.09	<b>-41.5 -25.1</b>	-39.0	5.83	<b>-50.7 -27.3</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

## Chapter 6: Additional Tables

**Table 6.A1: Parental attendance at parent-teacher meetings, and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Attended meeting	85.8	93.1	252.5	2.48	87.7	94.4	253.4	2.46
Did not	6.3	6.9	235.1	7.90	5.2	5.6	224.8	5.50
Missing/no meetings	7.8	0.0	234.1	8.31	7.0	0.0	225.8	5.88
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
No – Yes	-17.5	7.09	<b>-33.7</b>	<b>-1.2</b>	-28.6	5.55	<b>-41.3</b>	<b>-15.9</b>
Missing – Yes	-18.4	8.27	-37.4	0.6	-27.7	5.11	<b>-39.4</b>	<b>-15.9</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 6.A2: Frequency of someone in the home listening to child read while in Infants classes, and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Every day	37.9	40.1	263.6	3.21	45.0	46.7	259.5	2.33
Few times a week	39.5	41.8	249.9	2.56	38.6	40.1	248.3	3.02
Few times month	8.4	8.9	238.1	3.46	8.0	8.3	238.9	5.72
Rarely / Never	8.8	9.3	221.5	5.14	4.7	4.9	220.4	7.11
Missing	5.4	0.0	219.6	3.80	3.8	0.0	215.3	6.02
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Few wk- Every day	-13.7	3.26	<b>-22.2</b>	<b>-5.3</b>	-11.2	3.05	<b>-19.1</b>	<b>-3.4</b>
Few m- Every day	-25.5	4.16	<b>-36.2</b>	<b>-14.8</b>	-20.6	5.39	<b>-34.5</b>	<b>-6.7</b>
Hardly- Every day	-42.1	4.03	<b>-52.5</b>	<b>-31.7</b>	-39.1	6.06	<b>-54.7</b>	<b>-23.4</b>
Miss- Every day	-44.1	4.53	<b>-55.8</b>	<b>-32.4</b>	-44.2	5.49	<b>-58.4</b>	<b>-30.0</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 6.A3: Parental reports of whether they encouraged their child to read books, and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Yes	92.8	98.9	252.5	2.45	94.1	98.6	252.3	2.25
No	1.0	1.1	214.8	6.18	1.4	1.4	214.5	8.61
Missing	6.2	0.0	218.2	3.79	4.5	0.0	213.4	5.24
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
No – Yes	-37.7	6.00	<b>-51.5</b>	<b>-23.9</b>	-37.7	8.14	<b>-56.5</b>	<b>-19.0</b>
Missing – Yes	-34.4	3.69	<b>-42.9</b>	<b>-25.9</b>	-38.9	4.70	<b>-49.7</b>	<b>-28.1</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 6.A4: Frequency of a parent discussing with their child something their child had read, and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Never	2.4	2.5	241.6	8.15	3.7	3.8	248.7	5.2
Once or twice a year	1.0	1.1	259.8	6.49	5.8	6.0	251.1	4.3
Once a month	9.9	10.5	247.0	5.33	23.8	24.9	260.1	3.19
Once a week	30.5	32.5	253.5	2.62	37.8	39.5	249.5	3.05
A few times a week	50.1	53.4	251.9	3.26	24.6	25.7	247.4	2.96
Missing	6.3	0.0	223.8	5.60	4.3	0.0	212.8	6.40
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Never – 1 a week	-12.0	8.61	-34.9	11.0	-0.8	5.68	-15.9	14.4
Yearly – 1 a week	6.3	7.17	-12.8	25.4	1.6	3.99	-9.1	12.2
Monthly – 1 a week	-6.5	5.84	-22.0	9.1	10.5	3.15	<b>2.1</b>	<b>18.9</b>
Few times/wk – 1/wk	-1.6	3.00	-9.6	6.4	-2.2	3.96	-12.7	8.4
Missing – 1 a week	-12.0	8.61	-34.9	11.0	-0.8	5.68	-15.9	14.4

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 6.A5: Whether parents provide homework help with answering questions about reading, and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Yes	51.7	54.4	251.8	2.77	49.1	50.8	246.6	2.38
No	43.3	45.6	251.4	3.29	47.5	49.2	256.2	2.77
Missing	5.0	0.0	218.4	3.99	3.4	0.0	212.3	2.39
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Yes-No	0.4	3.5	-7.6	8.4	-9.5	2.2	<b>-14.6</b>	<b>-4.4</b>
Yes-Missing	33.5	4.6	<b>22.9</b>	<b>44.0</b>	34.4	6.0	<b>20.5</b>	<b>48.2</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 6.A6: Whether parents provide homework help with writing stories or essays, and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Yes	36.8	38.7	255.1	2.50	50.8	52.6	250.3	2.63
No	58.3	61.3	249.5	3.20	45.8	47.4	252.4	2.38
Missing	5.0	0.0	218.4	3.99	3.4	0.0	212.3	2.39
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Yes-No	5.7	3.2	-1.8	13.1	-2.1	2.0	-6.6	2.4
Yes-Missing	36.8	4.7	<b>26.1</b>	<b>47.5</b>	38.0	6.1	<b>24.0</b>	<b>52.1</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 6.A7: Whether parents provide homework help with learning spellings, and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Yes	82.9	87.2	251.7	2.64	73.6	76.2	251.9	2.30
No	12.1	12.8	251.5	4.16	23.0	23.8	249.6	3.01
Missing	5.0	0.0	218.4	3.99	3.4	0.0	212.3	2.39
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Yes-No	0.2	4.4	-9.8	10.3	2.3	2.2	-2.7	7.3
Yes-Missing	33.3	4.2	<b>23.7</b>	<b>43.0</b>	39.6	5.9	<b>25.9</b>	<b>53.2</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 6.A8: Whether parents provide homework help with completing workbook exercises, and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Yes	64.8	68.2	249.5	2.16	44.4	45.9	247.8	3.04
No	30.3	31.8	256.3	4.63	52.2	54.1	254.4	2.44
Missing	5.0	0.0	218.4	3.99	3.4	0.0	212.3	2.39
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Yes-No	-6.7	4.2	-16.4	2.9	-6.6	2.9	-13.4	0.1
Yes-Missing	31.2	4.2	21.6	40.8	35.5	6.3	<b>21.0</b>	<b>49.9</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 6.A9: Components of the Parental Attitudes to Reading Factor**

	Factor loading	
	1st class	5th class
I like reading	-.725	-.750
Reading is boring	.739	.735
I read only if I have to	.728	.759
Reading is one of my favourite hobbies	-.793	-.822
I like chatting to other people about books'	-.715	-.674
I find it hard to finish books	.708	.683
I feel happy if I get a book as a present	-.775	-.777
For me, reading is a waste of time	.663	.716
I enjoy going to a bookshop or library	-.707	-.714
I read only to get the information I need	.713	.709
I cannot sit still and read for more than a few minutes	.640	.700

Extraction Method: Principal Component Analysis.



**Table 6.A10: Factor components and loadings for frequencies of reading various materials**

How often do you read ...	1st class		5th class	
	Factor 1	Factor 2	Factor 1	Factor 2
fiction books		.790		.806
non-fiction books		.808		.800
emails or information on the internet		.565		.542
magazines	.520		.534	
news articles in a newspaper	.909		.925	
other sections of a newspaper	.910		.911	

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.  
Rotation converged in 3 iterations.

**Table 6.A11: Public library membership (family), and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Yes	68.5	75.7	255.5	2.42	73.1	80.0	256.2	2.24
No	22.0	24.3	242.6	3.64	18.3	20.0	235.0	4.79
Missing	9.5	0.0	226.7	4.48	8.7	0.0	229.2	4.74
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Yes – No	12.5	3.05	<b>5.5</b>	<b>19.6</b>	21.3	4.37	<b>11.3</b>	<b>31.3</b>
Missing - No	-16.2	4.79	<b>-27.3</b>	<b>-5.2</b>	-5.7	6.03	-19.6	8.1

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 6.A12: Public library membership (family), and pupil achievement amongst pupils with less than 11 books in their home**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Library membership	6.1	6.8	220.6	3.72	6.5	7.1	217.1	4.89
No lib. membership	4.3	4.8	222.8	5.28	3.7	4.1	202.2	5.85
Missing	10.1	0.0	228.4	4.25	9.3	0.0	230.0	4.55
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
No lib – lib mem	-2.1	6.26	-16.5	12.2	-14.9	6.03	<b>-28.7</b>	<b>-1.0</b>
No lib – missing	-7.8	5.21	-19.7	4.2	-27.8	5.88	<b>-41.3</b>	<b>-14.3</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 6.A13: Rules about watching TV, and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Yes, have rules	90.5	95.7	252.6	2.51	89.4	92.9	252.3	2.22
No rules	4.1	4.3	234.1	5.46	6.9	7.1	241.0	7.00
Missing	5.4	0.0	218.1	3.87	3.8	0.0	210.9	6.47
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Yes - No	18.5	5.63	<b>5.6</b>	<b>31.4</b>	11.3	6.46	-3.5	26.2
Yes-Missing	34.5	4.10	<b>25.1</b>	<b>43.9</b>	41.4	6.03	<b>27.6</b>	<b>55.2</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 6.A14: Rules about playing computer games, and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Yes	77.8	83.1	251.8	2.55	81.2	84.9	252.8	2.41
No	10.3	11.0	247.8	5.15	12.9	13.5	245.4	3.57
Not applicable	5.5	5.9	258.2	6.30	1.6	1.6	245.4	10.87
Missing	6.3	0.0	223.9	4.61	4.4	0.0	212.5	6.97
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Yes - No	4.0	4.8	-7.9	15.8	7.4	9.90	-17.0	31.9
Yes-N/A	-6.4	6.3	-21.9	9.1	7.5	3.97	-2.3	17.3
Yes-Missing	27.9	4.5	<b>16.7</b>	<b>39.1</b>	40.3	6.53	<b>24.2</b>	<b>56.4</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 6.A15: Rules about the amount of time watching TV, and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Yes, have rules	62.0	65.5	255.9	2.53	53.0	54.9	259.9	2.98
No rules	32.7	34.5	244.0	4.21	43.5	45.1	240.8	2.23
Missing	5.3	0.0	218.1	3.85	3.4	0.0	212.5	6.47
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
No - Yes	-11.9	4.40	<b>-22.0</b>	<b>-1.8</b>	-19.1	2.81	<b>-25.5</b>	<b>-12.6</b>
No -Missing	25.9	5.18	<b>14.0</b>	<b>37.8</b>	28.3	6.02	<b>14.5</b>	<b>42.1</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 6.A16: Rules about the types of TV that can be watched, and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Yes, have rules	67.3	71.1	256.8	2.37	62.2	64.4	258.1	2.24
No rules	27.4	28.9	239.5	3.31	34.4	35.6	239.1	3.10
Missing	5.3	0.0	218.1	3.85	3.4	0.0	212.3	6.48
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
No – Yes	-17.2	2.45	<b>-22.9</b>	<b>-11.6</b>	-18.9	2.69	<b>-25.1</b>	<b>-12.8</b>
No – Missing	21.5	4.51	<b>11.2</b>	<b>31.8</b>	26.9	6.11	<b>12.8</b>	<b>40.9</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 6.A17: Rules that TV can only be watched after completing homework, and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Yes, have rules	66.4	70.1	252.2	2.97	64.3	66.6	250.5	2.52
No rules	28.3	29.9	250.8	2.85	32.3	33.4	253.1	3.28
Missing	5.3	0.0	218.1	3.85	3.4	0.0	212.3	6.48
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
No – Yes	-2.7	4.71	-13.5	8.1	2.6	3.34	-5.1	10.3
No – Missing	33.5	3.97	<b>24.4</b>	<b>42.6</b>	40.8	5.74	<b>27.6</b>	<b>53.9</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 6.A18: Number of rules about computer games, and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
None	11.7	13.2	247.4	4.66	14.8	15.6	243.4	3.6
One	19.7	22.4	242.2	3.28	26.7	28.1	241.5	3.0
Two	20.8	23.6	247.8	3.51	21.4	22.5	253.3	4.4
Three	33.1	37.5	259.4	2.91	30.3	31.9	261.5	2.9
Four	2.9	3.3	261.8	8.89	1.8	1.9	271.1	7.6
Missing	11.8	0.0	240.2	5.06	5.0	0.0	223.1	6.97
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Three – None	12.0	4.61	-0.3	24.3	18.1	4.67	<b>5.7</b>	<b>30.6</b>
Three – One	17.2	2.44	<b>10.8</b>	<b>23.7</b>	20.0	3.73	<b>10.0</b>	<b>29.9</b>
Three – Two	11.6	3.01	<b>3.6</b>	<b>19.6</b>	8.2	4.54	-3.9	20.3
Three – Four	-2.4	9.94	-28.9	24.1	-9.6	7.62	-29.9	10.7
Three – Missing	19.3	5.16	<b>5.5</b>	<b>33.0</b>	38.4	7.06	<b>19.6</b>	<b>57.3</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.



## Chapter 7: Tables

**Table 7.1: Percentages (SE) of pupils, by gender, taught by male or female teachers**

Grade	Gender	Female Teachers	Male Teachers
1st class (N=3805)	Girls	88.0 (4.52)	12.0 (4.52)
	Boys	88.4 (3.81)	11.6 (3.81)
	All	88.2 (4.02)	11.8 (4.02)
5th class (N=4008)	Girls	69.6 (4.65)	30.4 (4.65)
	Boys	56.5 (4.61)	43.5 (4.61)
	All	63.1 (4.16)	36.9 (4.16)

**Table 7.2: Percentages (SE) of pupils taught by teachers with various qualifications**

	1st class (N=3805)	5th class (N=4008)
Diploma for National Teaching (NT)	19.7 (4.24)	27.2 (4.17)
B.Ed.	60.5 (4.61)	64.3 (4.09)
Undergraduate degree other than B.Ed.	23.5 (4.59)	16.2 (2.56)
Graduate Diploma in Education (Primary)	17.5 (3.78)	9.6 (1.77)
Primary teaching qualification from another country	0.5 (0.50)	0.2 (0.15)
Higher Diploma in Education (H. Dip.)	7.2 (2.43)	6.5 (1.81)
Diploma in Remedial / Special Education / Learning Support	8.2 (2.75)	2.7 (1.67)
Masters in Education	3.0 (1.39)	3.8 (1.31)
No primary school teaching qualification	8.7 (2.21)	3.7 (1.37)

As some teachers held multiple qualifications, column percentages sum to more than 100%.

**Table 7.3: Percentages (SE) of pupils taught in single-grade or multigrade classes**

	1st class (N=3805)	5th class (N=4008)
Single-grade	69.3 (3.47)	57.8 (3.39)
Two grades	11.6 (3.16)	27.1 (3.61)
Three grades	15.2 (2.83)	11.1 (2.92)
Four grades	3.9 (1.34)	4.0 (0.52)
Total in multigrade	30.7 (3.47)	42.2 (3.39)

**Table 7.4: Mean (SE) number of ICD days attended on the PSEC / other aspects of English, and percentage of pupils whose teachers attended no ICD on these topics**

No. of days on...	attended in the past...	1st class			5th class		
		N	Mean days (SE)	% No ICD (SE)	N	Mean days (SE)	% No ICD (SE)
PSEC	5 years	3287	2.6 (0.23)	22.2 (4.30)	3584	2.8 (0.14)	12.3 (3.02)
	12 months	3287	0.4 (0.07)	65.8 (4.75)	3578	0.5 (0.11)	75.8 (4.17)
Other aspects of English	5 years	3261	0.7 (0.09)	65.3 (4.76)	3568	0.5 (0.11)	75.9 (4.17)
	12 months	3247	0.3 (0.05)	77.1 (3.14)	3578	0.2 (0.05)	82.2 (4.09)

**Table 7.5: Percentages (SE) of pupils whose teachers reported satisfaction with various aspects of the implementation of the PSEC**

		Very satisfied	Satisfied	Dissatisfied	Very dissatisfied
	N	<i>The amount of in-career professional development available to you</i>			
1st class	3459	12.2 (3.52)	68.0 (5.24)	16.7 (3.96)	3.0 (1.69)
5th class	3745	13.7 (3.43)	62.3 (4.79)	22.8 (4.13)	1.2 (0.60)
		<i>The quality of in-career professional development available to you</i>			
1st class	3377	15.7 (3.49)	73.4 (4.13)	10.9 (3.02)	0.0
5th class	3745	17.2 (3.73)	68.3 (4.37)	13.3 (3.39)	1.2 (0.60)
		<i>The work of the PCSP Cuiditheoir<sup>1</sup></i>			
1st class	2547	26.7 (5.28)	68.0 (5.56)	3.6 (1.29)	1.8 (1.30)
5th class	3180	24.5 (5.71)	66.1 (6.24)	8.9 (4.02)	0.5 (0.46)
		<i>Other school based support in implementing the curriculum</i>			
1st class	3275	17.9 (3.42)	66.2 (4.09)	13.4 (3.08)	2.4 (1.50)
5th class	3560	17.0 (3.90)	66.5 (4.49)	13.0 (3.14)	3.5 (1.84)

**Table 7.6: Percentages (SE) of pupils whose teachers reported that the curriculum documents were useful in relation to various aspects of teaching English**

	1st class (N=3805)	5th class (N=3999)
Developing oral language	89.0 (3.10)	83.9 (3.37)
Teaching word meanings (vocabulary)	51.0 (4.22)	45.0 (4.64)
Teaching phonics	63.5 (3.93)	48.4 (5.25)
Teaching grammar	41.5 (3.91)	41.7 (5.47)
Teaching purposes and forms of writing	75.2 (3.85)	71.4 (3.89)
Teaching word identification	59.1 (5.02)	–
Developing spelling	57.0 (4.24)	39.9 (4.43)
Teaching reading comprehension	68.3 (4.50)	62.3 (5.22)
Teaching writing processes	77.8 (4.24)	76.2 (4.25)
Assessing reading	64.1 (4.70)	62.8 (3.94)
Assessing writing	60.8 (5.24)	51.7 (5.42)
Identifying reading difficulties	39.5 (5.26)	31.0 (4.46)
Dealing with reading difficulties	38.5 (4.89)	27.4 (4.33)
Teaching children's literature	60.6 (4.54)	60.1 (5.56)
Conceptualising English as four strands	80.5 (3.19)	75.9 (3.83)
Balance between oral language, reading, and writing development	80.0 (3.72)	72.8 (4.72)
Achieving balance between literary, informational and representational text	67.3 (4.68)	60.3 (5.25)

<sup>1</sup> Responses of those who had not worked with a PCSP Cuiditheoir are excluded from analyses.

**Table 7.7: Mean (SE) number of minutes per week spent teaching English, overall and by schools' designated disadvantaged status**

Disadv.	1st class			5th class		
	N	Mean minutes (SE)	Range	N	Mean minutes (SE)	Range
No	2698	310.1 (12.04)	110 – 600	2953	275.6 (6.38)	150 – 600
Yes	441	268.7 (25.59)	150 – 600	549	297.8 (10.78)	200 – 600
Total	3139	304.3 (11.10)	110 – 600	3502	279.1 (5.50)	150 – 600

**Table 7.8: Percentages (SE) of last English lesson allocated to management, administration, and instruction, overall and by schools' designated disadvantaged status**

Disadv.	1st class				5th class			
	N	Management	Admin	Instruction	N	Management	Admin	Instruction
No	3172	10.8 (0.89)	8.3 (0.48)	80.9 (1.27)	3364	8.9 (0.87)	7.2 (0.66)	83.9 (1.17)
Yes	490	11.9 (1.59)	6.5 (0.84)	81.7 (2.09)	533	12.0 (1.43)	11.3 (2.81)	76.7 (3.03)
All	3662	11.0 (0.80)	8.0 (0.46)	81.0 (1.14)	3897	9.3 (0.78)	7.8 (0.66)	82.9 (1.06)

**Table 7.9: Mean (SE) number of minutes per week spent on instruction in English lessons, overall and by schools' designated disadvantaged status**

Disadv.	1st class			5th class		
	N	Mean mins (SE)	Range	N	Mean mins (SE)	Range
No	2664	252.1 (11.02)	48 – 466	2929	231.7 (6.76)	45 – 432
Yes	332	230.1 (31.55)	113 – 540	528	217.1 (10.05)	30 – 357
Total	2995	249.6 (10.44)	48 – 540	3457	229.5 (5.88)	30 – 432

**Table 7.10: Percentages (SE) of pupils whose teachers indicated how frequently pupils engage in various reading and writing activities during English classes<sup>2</sup>**

	1st class					5th class				
	N	Most days	Weekly	Monthly	Less freq.	N	Most days	Weekly	Monthly	Less freq.
Silent reading	3750	46.3 (4.73)	40.2 (4.69)	11.3 (2.74)	2.2 (1.30)	4001	47.1 (4.72)	41.4 (5.11)	8.2 (2.81)	3.3 (1.57)
Oral reading to the class/groups	3805	71.3 (4.61)	20.4 (4.30)	6.2 (3.52)	2.0 (1.85)	3974	68.5 (4.44)	29.1 (4.32)	1.6 (1.03)	0.8 (0.60)
Listening to teacher read narrative text	3842	58.0 (4.72)	38.7 (5.12)	3.3 (1.65)	0.0	3959	25.8 (4.26)	44.3 (4.84)	25.0 (4.55)	4.8 (1.75)
Listening to teacher read inform'l text	3786	31.1 (4.71)	40.5 (5.51)	27.0 (5.45)	1.4 (1.17)	4008	19.0 (2.58)	46.5 (4.64)	21.2 (3.85)	13.3 (3.48)
Paired reading	3666	16.9 (3.30)	32.2 (4.82)	26.7 (5.18)	24.2 (4.83)	3857	6.6 (2.75)	15.5 (3.89)	17.6 (4.14)	60.3 (5.38)
Creative writing	3783	14.7 (3.45)	51.5 (4.74)	25.8 (3.88)	8.1 (2.80)	4001	8.5 (3.16)	52.5 (4.38)	38.8 (3.31)	0.3 (0.30)
Informative / Expository writing	3782	10.8 (3.11)	38.6 (5.02)	37.2 (5.07)	13.4 (4.12)	3999	12.4 (3.42)	51.6 (5.92)	30.3 (4.81)	5.8 (2.06)
Writing in response to reading	3758	8.4 (2.21)	40.0 (4.67)	33.4 (4.88)	18.3 (4.09)	4001	23.9 (4.82)	48.7 (5.27)	22.6 (4.08)	4.7 (2.37)
Reading other pupils' writing	—	—	—	—	—	3934	5.6 (2.05)	21.0 (3.93)	40.3 (5.16)	33.1 (4.04)

**Table 7.11: Percentages (SE) of First class pupils whose teachers indicated how frequently they provided instruction on selected aspects of English**

	N	Most days	Once or twice a week	Once or twice a month	Once or twice a term	Once or twice a year or less
Developing phonemic awareness	3793	70.5 (4.13)	27.2 (4.41)	2.3 (1.42)	0.0	0.0
Onset and rime in written words	3805	62.4 (4.53)	35.9 (4.48)	1.4 (0.49)	0.4 (0.38)	0.0
Learning grapho/phonic correspondences	3805	59.3 (5.12)	37.2 (5.26)	3.1 (1.24)	0.4 (0.38)	0.0
Applying semantic cues	3627	48.2 (4.70)	44.9 (4.78)	3.8 (1.71)	3.1 (1.94)	0.0
Applying syntactic cues	3695	48.1 (4.07)	43.5 (4.12)	5.4 (1.98)	0.0	3.0 (1.90)
Developing reference skills	3739	13.7 (3.16)	38.1 (3.99)	29.8 (5.03)	11.5 (4.13)	6.9 (2.29)
Comprehending narrative texts	3684	34.3 (4.23)	49.6 (5.51)	14.0 (4.41)	1.7 (0.95)	0.4 (0.40)
Comprehending expository texts	3793	13.2 (3.13)	38.4 (5.05)	37.3 (4.85)	10.1 (4.15)	0.9 (0.56)
Comprehending documents/representational text	3683	5.9 (2.24)	32.1 (4.63)	30.9 (4.27)	17.1 (2.98)	14.1 (3.31)

<sup>2</sup> Teachers were presented with a 5-point scale ('most days', 'once or twice a week', 'once or twice a month', 'once or twice a term' and 'once or twice a year or less'). The scale was compressed into a 4-point scale to facilitate side-by-side presentation of data from First and Fifth class teachers. A similar compressing of responses has been used in a number of other tables in this chapter.



**Table 7.12: Percentages (SE) of Fifth class pupils whose teachers indicated how frequently they provided instruction on selected aspects of English**

	N	Most days	Once or twice a week	Once or twice a month	Once or twice a term	Once or twice a year or less
Learning word-attack skills	3975	29.0 (4.47)	39.2 (5.55)	25.7 (5.03)	4.6 (1.50)	1.5 (0.74)
Learning comprehension strategies	4008	27.8 (3.81)	39.5 (4.81)	28.9 (5.01)	3.8 (1.57)	0.0
Developing reference skills	4001	26.8 (3.88)	45.7 (4.54)	22.0 (3.63)	2.7 (1.12)	2.8 (1.78)
Learning study strategies	4008	18.9 (4.34)	33.3 (3.94)	29.8 (4.06)	11.3 (2.93)	6.7 (2.74)
Interpreting diagrammatic texts	4008	11.1 (3.50)	27.7 (4.13)	36.9 (4.93)	12.9 (3.18)	11.3 (3.50)

**Table 7.13: Percentages (SE) of pupils whose teachers indicated how frequently they used various materials during English classes**

	1st class					5th class				
	N	Most days	Weekly	Monthly	Less freq.	N	Most days	Weekly	Monthly	Less freq.
Published Reading Schemes	3773	92.0 (1.80)	4.6 (1.71)	1.5 (1.16)	1.9 (1.38)	3781	62.3 (5.38)	27.4 (4.83)	4.6 (1.50)	5.6 (2.17)
Children's literature	3796	49.4 (4.94)	34.9 (5.53)	14.3 (4.40)	1.4 (1.37)	3937	29.6 (4.66)	44.2 (4.75)	16.1 (3.31)	10.1 (3.48)
Reference materials	3778	5.1 (2.33)	28.0 (4.83)	39.2 (5.29)	27.6 (4.80)	3967	26.7 (3.46)	49.3 (4.73)	21.2 (3.10)	2.8 (1.49)
Informational materials	3721	1.2 (.088)	8.3 (2.26)	34.8 (4.71)	55.6 (5.36)	3836	1.5 (0.74)	20.8 (3.78)	52.9 (3.95)	24.8 (4.40)
Workbooks or worksheets	3798	66.2 (3.46)	31.2 (3.69)	0.9 (0.68)	1.6 (1.34)	3919	28.2 (3.98)	52.6 (4.45)	17.8 (2.95)	1.5 (0.74)
Documents	3764	0.1 (0.07)	14.7 (3.56)	32.4 (4.75)	52.9 (5.33)	3895	2.2 (1.07)	19.5 (4.26)	42.0 (5.79)	36.3 (5.02)

**Table 7.14: Percentages (SE) of pupils whose teachers indicated how frequently they engaged in various activities to prepare pupils for reading**

	1st class					5th class				
	N	Most days	Weekly	Monthly	Less freq.	N	Most days	Weekly	Monthly	Less freq.
Discuss knowledge before reading	3805	50.1 (4.62)	34.0 (4.98)	8.3 (1.98)	7.6 (3.81)	3982	44.8 (4.54)	41.6 (4.48)	10.4 (3.28)	3.3 (2.29)
Identify new words and their meanings	3805	75.1 (4.26)	17.5 (3.57)	7.4 (3.84)	0.0	3950	59.2 (5.38)	31.3 (4.61)	8.2 (3.46)	1.3 (0.84)
Set goals for reading	3563	33.7 (3.99)	26.7 (4.24)	18.6 (3.58)	21.0 (2.82)	3850	27.0 (5.03)	36.8 (5.54)	23.9 (4.50)	12.3 (3.64)
Predict what might happen in a story	3805	44.8 (5.19)	40.1 (4.47)	14.2 (4.00)	0.9 (0.57)	3893	30.7 (4.77)	41.0 (4.89)	22.2 (4.19)	6.1 (2.63)
Preview the text before reading	3760	32.3 (4.91)	40.7 (4.95)	15.7 (3.24)	11.3 (4.08)	3919	21.1 (3.74)	46.7 (5.06)	18.3 (3.79)	14.0 (3.67)

**Table 7.15: Percentages (SE) of pupils whose teachers indicated how frequently they engaged pupils in various activities to check comprehension during reading**

	1st class					5th class				
	N	Most days	Weekly	Monthly	Less freq.	N	Most days	Weekly	Monthly	Less freq.
Check earlier predictions	3718	44.1 (5.43)	38.5 (4.80)	10.6 (3.02)	6.9 (3.70)	3898	20.7 (3.87)	46.1 (4.41)	24.2 (3.56)	9.0 (3.04)
Check their own understanding of text	3805	67.2 (5.10)	25.6 (3.62)	1.9 (0.91)	5.3 (3.50)	3968	62.3 (5.57)	30.5 (5.29)	5.4 (2.14)	1.8 (1.51)
Alter expectations	3548	27.0 (4.56)	38.6 (4.70)	18.6 (3.24)	15.8 (4.11)	3761	14.8 (3.36)	37.3 (3.95)	33.9 (5.01)	14.1 (3.18)
Ask questions to clarify problems	3656	72.6 (5.26)	24.2 (4.70)	3.2 (1.65)	0.0	—	—	—	—	—
Self-correct errors	3780	73.7 (4.70)	17.0 (3.79)	6.7 (3.51)	2.6 (1.49)	—	—	—	—	—
Use context cues to decode new words	3774	65.0 (5.47)	29.2 (5.20)	3.7 (1.53)	2.1 (1.51)	—	—	—	—	—
Make generalisations and inferences	—	—	—	—	—	3920	26.3 (4.11)	42.7 (4.97)	23.5 (3.76)	7.5 (3.10)
Re-read problematic parts	—	—	—	—	—	3947	45.0 (5.20)	38.5 (4.94)	11.6 (3.47)	4.9 (1.96)

**Table 7.16: Percentages (SE) of pupils whose teachers indicated how frequently they engaged pupils in various activities in response to what they read**

	1st class					5th class				
	N	Most days	Weekly	Monthly	Less freq.	N	Most days	Weekly	Monthly	Less freq.
Identify the main elements in a story	3767	43.1 (4.78)	38.1 (3.88)	15.9 (4.55)	3.0 (1.64)	–	–	–	–	–
Identify the theme of a story	3734	28.5 (4.41)	45.3 (4.12)	20.4 (4.59)	5.9 (2.19)	3971	54.6 (4.79)	39.3 (5.04)	5.4 (2.55)	0.7 (0.47)
Relate own experience to the text	3757	31.7 (3.94)	42.0 (4.87)	24.2 (4.79)	2.1 (0.99)	3922	30.0 (4.18)	42.0 (5.21)	24.4 (4.43)	3.6 (2.39)
Discuss characteristics of different genres	3631	7.0 (2.61)	25.3 (3.37)	39.0 (3.27)	28.6 (4.13)	3886	12.2 (3.00)	39.2 (5.10)	33.7 (4.64)	14.9 (3.58)
Recall details and events	3802	44.3 (5.51)	47.2 (5.49)	8.1 (2.64)	0.5 (0.54)	–				
Check understanding of key details in text	3805	60.3 (5.33)	36.1 (5.07)	0.7 (0.53)	2.8 (1.98)	–				
Summarise orally	3805	31.5 (4.69)	44.4 (6.11)	22.1 (3.75)	2.0 (0.92)	4008	28.4 (4.24)	42.7 (4.99)	23.2 (4.25)	5.7 (2.55)
Dramatise stories	3791	3.6 (1.50)	16.2 (3.41)	40.5 (4.18)	39.7 (4.67)	3921	3.4 (2.02)	8.7 (3.02)	27.5 (4.76)	60.4 (3.98)
Diagram story content	3567	2.7 (1.51)	11.6 (3.84)	26.2 (4.25)	59.4 (4.82)	3807	1.7 (1.21)	6.0 (1.51)	22.2 (3.53)	70.1 (3.96)
Teacher-led discussion	3796	30.4 (4.67)	38.1 (4.68)	26.1 (4.93)	5.5 (1.69)	4008	56.3 (4.73)	30.8 (4.53)	12.1 (3.39)	0.9 (0.63)
Pupil-led discussion	3661	8.2 (2.19)	27.3 (3.77)	29.2 (4.62)	35.3 (4.98)	3920	18.0 (3.85)	39.7 (5.52)	21.6 (3.27)	20.6 (4.49)
Look for cause-effect	–	–	–	–	–	3940	19.9 (3.99)	53.4 (4.70)	21.0 (4.69)	5.7 (2.08)
Organise information	–	–	–	–	–	3943	6.8 (1.75)	27.3 (4.51)	50.9 (5.36)	15.0 (3.51)
Examine solutions to problems in the text	–	–	–	–	–	3967	14.5 (3.53)	35.8 (3.88)	39.4 (4.09)	10.3 (2.82)
Compare and contrast	–	–	–	–	–	4004	19.0 (3.86)	38.6 (5.54)	35.9 (4.70)	6.5 (2.13)
Identify links	–	–	–	–	–	3894	17.4 (2.50)	57.4 (3.61)	17.3 (3.63)	7.8 (2.70)
Evaluate opinions/arguments	–	–	–	–	–	3942	19.6 (4.74)	48.2 (5.41)	20.9 (3.44)	11.3 (2.90)
Study style/structure	–	–	–	–	–	3938	4.4 (1.86)	23.5 (2.94)	31.7 (4.17)	40.4 (4.48)

**Table 7.17: Percentages (SE) of pupils whose teachers reported the frequency with which various grouping practices were used in English lessons**

		Most lessons	Some lessons	Hardly ever	Never
	N	The whole 1st / 5th class is engaged in the same lesson/activity			
1st class	3805	69.1 (4.61)	26.7 (4.19)	4.2 (1.80)	0.0
5th class	3999	86.9 (3.25)	11.8 (3.30)	0.0	1.3 (0.91)
		Large / small groups of 1st / 5th class pupils are assigned different tasks			
1st class	3796	11.9 (2.97)	68.6 (4.65)	17.0 (3.92)	2.6 (1.61)
5th class	3979	5.7 (2.31)	70.3 (5.35)	21.4 (4.11)	2.6 (1.87)
		Pairs of 1st / 5th class pupils work together			
1st class	3796	6.8 (1.97)	70.9 (3.67)	19.6 (3.02)	2.7 (1.34)
5th class	3870	1.8 (1.23)	64.2 (3.41)	24.6 (3.35)	9.4 (2.74)
		Teacher-pupil conferencing for individual feedback / instruction			
1st class	3736	28.1 (5.24)	59.1 (4.63)	12.1 (3.74)	0.7 (0.68)
5th class	3995	8.6 (2.00)	58.5 (4.96)	28.5 (5.05)	4.4 (2.01)

**Table 7.18: Percentages (SE) of pupils who received homework on one, two, three, four or five days a week**

	N	One	Two	Three	Four	Five
1st class	3797	0.3 (0.30)	1.0 (1.05)	5.1 (2.55)	86.2 (3.86)	7.4 (2.65)
5th class	4008	1.0 (0.96)	3.4 (2.26)	7.9 (2.75)	76.5 (4.06)	11.3 (3.77)

**Table 7.19: Size and composition of class libraries**

	1st class				5th class			
	N	Mean (SE)	Min	Max	N	Mean (SE)	Min	Max
No. of class library (CL) books per pupil	3511	14.4 (1.53)	1	108	3760	16.2 (1.78)	0	400
Pupil : New CL books	3479	3.1 (0.33)	0	25	3729	2.7 (0.18)	0	15
% CL that is fiction	3781	75.4 (1.29)	30	100.0	3894	65.4 (1.42)	0.0	95.0
% CL that is non-fiction	3738	16.6 (1.10)	0.0	50.0	3894	19.7 (0.85)	8.0	82.0
% CL that is reference	3738	8.3 (0.45)	0.0	40.0	3901	14.6 (1.12)	0.0	100.0

**Table 7.20: Percentages (SE) of pupils whose teachers indicated how computers are integrated into English instruction**

	1st class (N=3805)		5th class (N=3980)	
	% Yes	% No	% Yes	% No
Do not use	30.2 (4.50)	69.8 (4.50)	26.5 (4.76)	73.5 (4.76)
Teach basic word skills (e.g., phonics)	56.3 (5.33)	43.7 (5.33)	27.1 (4.56)	72.9 (4.56)
Teach higher order reading skills	26.7 (3.60)	73.3 (3.60)	23.8 (4.57)	76.2 (4.57)
Teach writing skills using word processing / publishing software	42.0 (5.22)	58.0 (5.22)	72.5 (4.07)	27.5 (4.07)
Teach information retrieval skills using web-based resources	2.5 (1.40)	97.5 (1.40)	28.2 (4.49)	71.8 (4.49)

**Table 7.21: Percentages (SE) of pupils whose teachers indicated the frequency with which pupils used computers as part of English instruction**

	N	Daily	A few times a week	A few times a month	Rarely or never
1st class	3805	7.0 (3.28)	13.5 (3.61)	46.1 (4.82)	33.5 (5.51)
5th class	3981	1.2 (0.60)	10.3 (3.33)	51.9 (5.41)	36.5 (5.32)

**Table 7.22: Percentages (SE) of pupils whose teachers indicated that they encouraged pupils to engage in various English-related activities outside school**

	1st class			5th class		
	N	% Yes	% No	N	% Yes	% No
Paired / shared reading with parents	3800	91.5 (3.39)	8.5 (3.39)	3787	47.9 (5.81)	52.1 (5.81)
Discuss a book with parents	3757	82.6 (4.06)	17.4 (4.06)	3768	58.6 (4.99)	41.4 (4.99)
Visit a public library	3719	72.5 (4.85)	27.5 (4.85)	3894	76.1 (4.90)	23.9 (4.90)
Buy a book to read for enjoyment	3714	75.0 (3.89)	25.0 (3.89)	3916	85.6 (3.52)	14.4 (3.52)
Seek help from parents with new words	3745	94.6 (1.28)	5.4 (1.28)	–	–	–

**Table 7.23: Percentages (SE) of pupils whose teachers indicated various frequencies of preparing short-term schemes of work for English**

	N	At least weekly	Fortnightly	Monthly	Less often
1st class	3790	44.8 (5.29)	42.3 (5.61)	8.9 (2.73)	4.0 (2.22)
5th class	3984	29.3 (4.00)	53.7 (4.89)	11.0 (2.84)	6.0 (2.60)

**Table 7.24: Percentages (SE) of pupils whose teachers indicated various frequencies of preparing long-term schemes of work for English**

	N	At least monthly	Term by term	Annually	Less often
1st class	3771	15.9 (3.24)	45.4 (4.73)	35.8 (4.51)	2.8 (1.39)
5th class	3987	10.2 (3.53)	40.5 (4.47)	44.6 (4.68)	4.7 (1.92)

**Table 7.25: Frequency (SE) with which First class pupils' progress in English was assessed**

	N	Weekly	Monthly	Once / twice a term	Once / twice a year	Never
Teacher-made test	3779	86.1 (4.26)	9.4 (3.33)	2.5 (1.55)	1.6 (1.31)	0.4 (31)
Teacher-made checklists	3626	15.7 (3.03)	49.8 (4.88)	24.6 (4.57)	6.1 (2.23)	3.9 (1.86)
Structured observations	3575	48.8 (5.68)	31.0 (5.16)	15.0 (3.92)	1.5 (0.90)	3.8 (2.14)
Pupils' classwork	3769	94.6 (2.20)	3.9 (1.77)	1.3 (1.30)	0.1 (0.15)	0.0
Progress tests / checklists with reading schemes	3630	9.9 (2.85)	31.5 (4.87)	32.3 (5.67)	11.9 (3.65)	14.4 (4.08)
Standardised group tests	3694	0.3 (0.28)	0.4 (0.42)	6.2 (2.47)	87.9 (3.29)	5.2 (2.60)
Early screening tests	3434	0.9 (0.70)	0.7 (0.48)	7.2 (3.44)	57.8 (5.40)	33.4 (4.41)
Curriculum profiles	3193	0.7 (0.50)	6.3 (2.43)	9.9 (3.47)	29.4 (5.33)	53.7 (5.84)

**Table 7.26: Frequency (SE) with which Fifth class pupils' progress in English was assessed**

	N	Weekly	Monthly	Once / twice a term	Once / twice a year	Never
Teacher-made test	3976	91.9 (2.55)	5.3 (1.88)	2.4 (1.69)	0.3 (0.26)	0.1 (0.13)
Teacher-made checklists	3493	21.7 (4.11)	30.6 (4.92)	18.0 (3.50)	11.8 (3.33)	17.9 (3.73)
Structured observations	3825	55.2 (5.36)	28.3 (4.42)	7.9 (2.23)	4.6 (1.78)	4.0 (1.85)
Pupils' classwork	3787	94.7 (1.05)	5.3 (1.05)	0.0	0.0	0.0
Progress tests / checklists with reading schemes	3647	10.2 (3.17)	23.9 (3.90)	18.5 (3.74)	13.3 (3.94)	34.1 (4.13)
Standardised group tests	3908	2.1 (1.83)	0.5 (0.34)	6.0 (1.57)	87.3 (2.96)	4.1 (1.65)
Curriculum profiles	3417	0.0	3.8 (2.17)	13.0 (3.74)	24.1 (4.74)	59.1 (6.05)

**Table 7.27: Percentages (SE) of pupils whose teachers indicated how familiar they were with the Learning-Support Guidelines**

	N	Very familiar	Somewhat familiar	Not familiar
1st class	3784	16.4 (2.68)	63.9 (4.09)	19.7 (4.16)
5th class	3980	18.2 (4.22)	63.3 (4.61)	18.4 (2.99)

**Table 7.28: Percentages (SE) of pupils whose teachers indicated various degrees of integration between pupils' learning in class and from a learning-support/resource teacher**

	N	Complete integration	Some integration	A little integration	No integration	Not known
1st class	3464	13.1 (3.91)	60.7 (5.63)	14.3 (3.40)	3.0 (4.05)	8.9 (4.05)
5th class	3081	9.0 (2.87)	62.0 (5.35)	20.8 (4.48)	5.9 (2.54)	2.2 (0.89)

**Table 7.29: Percentages (SE) of pupils' teachers indicating how frequently they engage in various activities with pupils in receipt of learning support for English**

	1st class					5th class				
	N	Most days	Weekly	Each term	Less freq.	N	Most days	Weekly	Each term	Less freq.
Meet LS teacher to set targets / activities	3400	6.0 (2.82)	11.6 (3.71)	50.2 (5.57)	32.2 (4.68)	3070	5.7 (3.58)	13.8 (3.74)	55.4 (5.51)	25.1 (4.52)
Implement agreed learning activities	3337	24.9 (4.68)	20.7 (5.09)	27.8 (4.55)	26.6 (4.56)	2987	14.4 (3.56)	15.5 (3.60)	44.5 (5.16)	25.6 (4.53)
Maintain records on learning targets	3326	1.5 (0.74)	12.7 (4.10)	40.5 (4.11)	45.2 (4.09)	2944	1.1 (0.40)	13.9 (4.40)	28.1 (5.38)	56.9 (6.44)
Match class work to targets and activities	3315	33.3 (4.77)	23.4 (4.84)	15.8 (3.53)	27.5 (4.55)	2981	27.4 (5.06)	26.7 (4.91)	27.8 (4.98)	18.1 (3.48)
Provide extra 1:1 tuition in reading skills	3406	53.5 (5.18)	30.2 (4.50)	4.4 (2.02)	12.0 (3.83)	3032	22.0 (4.06)	37.2 (5.37)	17.2 (4.10)	23.6 (4.68)
Meet parents re. ways to address learning difficulty	3354	2.7 (1.61)	2.3 (1.47)	45.2 (5.33)	49.7 (5.44)	3036	0.0	1.2 (1.16)	23.8 (4.67)	75.0 (4.80)
Adjust homework assignments in line with learning targets	3406	50.3 (4.21)	17.0 (4.58)	8.0 (2.62)	24.8 (4.18)	3040	46.8 (6.13)	21.2 (4.48)	16.8 (3.99)	15.2 (3.89)
Provide extra support in reading/writing skills development in other subjects	3397	62.6 (4.97)	19.0 (3.56)	15.9 (4.70)	2.4 (0.98)	3046	34.6 (4.22)	39.2 (4.62)	12.4 (3.41)	13.8 (3.43)

**Table 7.30: Percentages (SE) of pupils whose teachers agreed or disagreed with statements about the 'climate' in their school**

	1st class			5th class		
	N	Agree	Disagree	N	Agree	Disagree
Positive attitude to ideas in the PSEC	3747	95.3 (1.81)	4.7 (1.81)	3962	97.1 (1.51)	2.9 (1.51)
School has clear set of goals & priorities for teaching reading	3755	90.9 (3.27)	9.1 (3.27)	3923	87.2 (2.73)	12.8 (2.73)
School resources are used effectively for English teaching	3777	90.0 (3.50)	10.0 (3.50)	3973	90.5 (2.45)	9.5 (2.45)
Time at staff meetings used effectively	3750	89.9 (2.82)	10.1 (2.82)	3999	85.5 (2.75)	14.5 (2.75)
There is a strong 'sense of community' among the staff	3765	89.9 (2.72)	10.1 (2.72)	3989	86.7 (3.51)	13.3 (3.51)
School has clear set of goals & priorities for discipline	3742	84.4 (3.74)	15.6 (3.74)	3961	89.5 (2.83)	10.5 (2.83)
School has clear set of goals & priorities for staff development	3689	74.2 (3.72)	25.8 (3.72)	3920	70.4 (4.58)	29.6 (4.58)
School's disciplinary policy is not applied consistently	3790	13.5 (2.65)	86.5 (2.65)	3972	17.3 (3.11)	82.7 (3.11)
Teaching staff insufficiently involved in decision-making	3762	11.6 (3.46)	88.4 (3.46)	3987	10.5 (2.85)	89.5 (2.85)
Morale of teachers in school is low	3759	6.0 (2.16)	94.0 (2.16)	3977	11.8 (3.27)	88.2 (3.27)
Feel unable to ask other members of staff for advice if a problem with work	3790	5.8 (2.89)	94.2 (2.89)	4008	2.0 (1.05)	98.0 (1.05)

## Chapter 7: Additional Tables

**Table 7.A1: Percentages (SE) of pupils taught by teachers who were employed on a part-time/job-share basis or on a temporary basis**

	N	1st class	N	5th class
Part-time / Job-share	3805	1.8 (0.96)	4008	0.7 (0.48)
Temporary / Substitute teacher	–	–	–	–
– disadvantaged schools	599	29.8 (15.07)	576	6.4 (4.37)
– non-disadvantaged schools	3200	10.9 (2.43)	3432	7.1 (2.06)
– overall	3799	13.9 (3.36)	4008	7.0 (1.88)

**Table 7.A2: Teachers mean (SE) years experience as a teacher**

	N	1st class	N	5th class
Disadvantaged schools	3779	7.4 (2.25)	3964	15.6 (2.52)
Non-disadvantaged schools	3779	16.3 (1.17)	3964	17.4 (1.13)
Overall	3779	14.9 (1.15)	3964	17.1 (1.01)

**Table 7.A3: Percentage (SE) of pupils' teachers in their first year as a teacher**

	N	1st class	N	5th class
Disadvantaged schools	599	44.4 (13.32)	576	2.3 (1.81)
Non-disadvantaged schools	3180	5.4 (1.59)	3388	5.3 (1.76)
Overall	3779	11.6 (3.41)	3964	4.9 (1.55)

**Table 7.A4: Class size in single grade classes**

	1st class (N=2637)	5th class (N=2318)
Mean (SE) class size	25.4 (0.55)	26.4 (0.59)
Range	6 – 35	11 – 36

**Table 7.A5: Percentages (SE) of pupils whose teachers prefer to use the same methods for all pupils when teaching reading, and who prefer to vary their methods**

Prefer to ...	1st class (N=3791)	5th class (N=3997)
use the same teaching methods with all pupils	20.4 (3.45)	51.3 (4.56)
vary the teaching methods for different pupils	79.6 (3.45)	48.7 (4.56)

**Table 7.A6: Percentages (SE) of pupils whose teachers use adult volunteers to help pupils with reading**

	1st class (N=3772)	5th class (N=3927)
Yes	30.0 (3.60)	6.3 (2.35)
No	70.0 (3.60)	93.7 (2.35)



**Table 7.A7: Percentages (SE) of pupils whose teachers indicated if pupils stay in the same group for English lessons when there is group teaching**

		Always	Sometimes	Never	Not grouped
1st class	3770	23.6 <sup>3</sup> (4.65)	75.0 (4.68)	1.3 (0.96)	13.8
5th class	3956	20.3 (3.69)	71.1 (4.09)	8.6 (2.28)	19.8

**Table 7.A8: Percentages (SE) of pupils who were placed in similar or mixed ability groups for small group teaching**

		Similar ability	Mixed ability	Not grouped
1st class	3656	37.3 <sup>4</sup> (4.58)	62.7 (4.58)	14.9
5th class	3897	23.8 (4.87)	76.2 (4.87)	18.5

**Table 7.A9: Percentages (SE) of pupils' whose teachers indicated the frequency with which they grouped pupils with pupils from other class levels**

		Always	Sometimes	Never	Not applicable
1st class	3805	0.0 <sup>5</sup>	69.5 (8.78)	30.5 (8.78)	67.9
5th class	4008	16.8 (4.47)	54.9 (8.94)	28.3 (8.49)	58.3

**Table 7.A10: Percentages (SE) of pupils' teachers indicating if they had contributed to the development or review of their school's learning-support policy**

	1st class (N=3772)	5th class (N=3942)
Yes	44.5 (5.20)	49.5 (4.61)
No	55.5 (5.20)	50.5 (4.61)

**Table 7.A11: Teacher employment status (temporary/permanent) and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Permanent	85.2	86.1	251.9	2.64	91.1	93.0	249.5	2.57
Temporary/sub	13.7	13.9	237.7	5.67	6.9	7.0	253.4	6.72
Missing	1.1	0.0	256.1	7.96	2.0	0.0	259.4	10.33
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Perm. - temp	14.2	6.07	<b>0.3</b>	<b>28.2</b>	-3.9	7.21	-20.4	12.7
Perm. - missing	-4.2	8.32	-23.3	15.0	-9.9	10.65	-34.3	14.6

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

<sup>3</sup> Percentages shown for 'always', 'sometimes' and 'never' exclude those whose teacher indicated that they did not group pupils.

<sup>4</sup> Percentages shown for 'similar ability' and 'mixed ability' exclude those whose teacher indicated that they did not group pupils.

<sup>5</sup> Percentages shown for 'always', 'sometimes' and 'never' exclude those whose teacher indicated that they did not teach a multigrade class.

**Table 7.A12: Teacher gender and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Male	11.7	11.8	243.5	6.71	36.2	36.9	247.0	5.31
Female	87.3	88.2	250.8	2.68	61.8	63.1	251.4	2.04
Missing	1.0	0.0	252.2	8.97	2.0	0.0	259.4	10.33
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Male-Female	-7.4	7.38	-24.3	9.6	-4.4	5.50	-17.0	8.2
Male-Missing	-8.7	11.21	-34.4	17.0	-12.4	11.48	-38.7	14.0

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 7.A13: Teacher gender and achievement, by pupil gender**

Pupil Gender	Teacher Gender	1st class				5th class			
		%T	%A	Mean	SE	%T	%A	Mean	SE
Boy	Male (RefGroup)	11.4	11.6	246.0	8.87	29.8	30.4	241.4	5.33
	Female	87.1	88.4	244.8	2.68	68.1	69.6	250.0	3.16
	Missing	1.4	0.0	245.4	4.28	2.1	0.0	261.9	16.49
Girl	Male (RefGroup)	12.0	12.0	240.9	5.64	42.7	43.5	255.0	6.46
	Female	88.0	88.0	257.4	3.42	55.5	56.5	252.6	2.56
	Missing	0.5	0.0	274.1	-	1.8	0.0	257.2	4.95
Comparisons	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Boy	Male-female	1.2	9.29	-20.2	22.6	2.4	7.05	-13.75	18.58
	Male-missing	0.6	9.84	-22.1	23.3	-2.2	8.06	-20.67	16.3
Girl	Male-female	-16.5	6.63	<b>-31.7</b>	<b>-1.2</b>	-8.6	5.88	-22.07	4.89
	Male-missing	-33.1	-	-	-	-20.5	17.18	-59.93	18.86

**Table 7.A14: Multigrade versus single grade setting and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Multigrade	30.4	30.7	261.1	4.66	41.3	42.2	255.1	3.29
Single grade	68.6	69.3	245.1	2.83	56.7	57.8	246.0	3.73
Missing	1.0	0.0	252.2	8.97	2.0	0.0	259.4	10.33
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Single - Multi	-16.0	5.38	<b>-28.4</b>	<b>-3.7</b>	-9.1	5.47	-21.7	3.4
Single - Missing	-7.1	9.37	-28.7	14.5	-13.4	10.88	-38.4	11.5

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 7.A15: Correlations between achievement and the extent of teacher participation in ICD on the English curriculum, and teaching experience by designated disadvantaged status (First class)**

	Designated				Non-designated			
	N	r	t	p	N	r	t	p
ICD on English curriculum	506	<b>.300</b>	4.324	<.001	2781	.077	1.900	NS
Teaching experience	599	<b>.190</b>	2.229	<.001	3181	.077	1.644	NS

## Chapter 8: Tables

**Table 8.1: Percentages (SE) of pupils in single-gender and mixed-gender schools, by location**

	1st class (N=3812)			5th class (N=4049)		
	Single-sex	Mixed-sex	Total	Single-sex	Mixed-sex	Total
Large city	12.7 (3.12)	27.5 (5.19)	40.2 (5.31)	12.3 (2.40)	24.6 (5.19)	36.9 (5.26)
Large town: pop > 10,000	5.0 (1.85)	11.0 (3.39)	16.0 (3.70)	6.6 (1.92)	8.5 (2.64)	15.2 (3.11)
Small town: pop 1,500 - 10,000	8.0 (3.39)	3.9 (1.66)	11.9 (3.78)	7.9 (2.81)	3.7 (1.69)	11.7 (3.24)
Rural: pop < 1,500	0.6 (0.60)	31.3 (5.18)	31.9 (5.15)	2.5 (1.63)	33.7 (5.30)	36.2 (5.24)
Total	26.3 (4.67)	73.7 (4.67)	100.0	29.4 (4.20)	70.6 (4.20)	100.0

**Table 8.2: Percentages (SE) of pupils who were enrolled in schools with varying proportions of pupils whose first language was English or Gaeilge**

	N	>95%+	91-95%	81-90%	≤80%
1st class	3767	77.8 (4.31)	10.5 (3.65)	7.0 (2.37)	4.7 (1.78)
5th class	3938	82.4 (4.03)	8.8 (3.46)	5.2 (1.83)	3.5 (1.44)

**Table 8.3: Schools' mean enrolment with SD and range**

	N	Mean	Std Dev	Range
1st class	3735	262.9	169.95	34-848
5th class	3968	248.6	171.22	13-848

**Table 8.4: Percentages (SE) of pupils who attended schools that provided extra language tuition to pupils who were non-native speakers, and sources of tuition**

	1st class (N=1883)		5th class (N=1980)	
	Yes	No	Yes	No
Extra tuition provided	50.4 (4.35)	49.6 (4.35)	50.1 (4.58)	49.9 (4.58)
Class teacher	11.6 (2.51)	38.8 (4.47)	13.2 (2.76)	36.9 (4.61)
Learning-support teacher	10.9 (2.18)	39.5 (4.42)	14.1 (2.53)	36.1 (4.74)
Language-support teacher	32.5 (4.57)	17.9 (2.99)	29.1 (4.28)	21.0 (3.03)
Adult volunteers	4.1 (1.90)	46.3 (4.36)	3.6 (1.69)	46.5 (4.38)
Other	8.3 (2.45)	42.1 (4.84)	8.0 (2.50)	42.2 (4.97)

**Table 8.5: Mean percentages of pupils with various SES attributes**

	1st class				5th class			
	N	Mean	SE	Range %	N	Mean	SE	Range %
Book grant (class level)	3568	29.6	3.28	0-100	3733	29.8	2.52	0-100
Medical card holders	3842	22.0	1.56	0-94	4090	23.8	1.88	0-80
One parent employed	3842	92.8	0.86	46-100	4090	92.4	1.08	53-100
Highest 3rd of ISEI scores	3842	34.2	1.58	0-89	4090	32.3	1.49	0-81

**Table 8.6: Percentages of pupils who attended schools that had a Parents' Association**

	N	Yes	No	SE
1st class	3811	87.4	12.6	2.76
5th class	4047	82.4	17.6	3.59

**Table 8.7: Percentages of pupils who attended schools where the Parents' Association or staff organised various activities to promote pupils learning**

	1st class						5th class					
	PA			Staff			PA			Staff		
	N	%Yes	SE	N	%Yes	SE	N	%Yes	SE	N	%Yes	SE
Book fairs	3293	37.0	5.17	3773	64.5	4.70	3296	33.7	5.39	4008	63.1	4.53
Fundraising for literacy material for the school	3293	71.6	5.57	3773	32.0	5.65	3296	70.2	5.48	4008	34.4	5.07
Visits to schools by authors	3268	11.2	3.47	3748	64.2	5.19	3272	8.0	2.94	3984	65.7	4.73
Other activities related to literacy	3268	13.0	3.98	3773	51.5	5.53	3272	9.3	2.90	4008	53.0	5.42

**Table 8.8: Percentages of pupils who attended schools that implemented various programmes to support parents in helping their children with English reading**

	1st class (N=3755)			5th class (N=3979)		
	Yes	No	SE	Yes	No	SE
Programme implemented	78.2	21.8	4.77	70.1	29.9	5.53
Promotion of informal paired/shared reading activities	68.2	31.8	5.01	61.1	38.9	5.75
Implementation of formal paired/shared reading schemes	31.6	68.4	5.56	26.8	73.2	5.12
Literacy classes for parents	15.9	84.1	4.59	12.5	87.5	3.72
other	8.8	91.2	2.94	6.6	93.4	2.57

**Table 8.9: Percentages of pupils who attended schools with various policies regarding the inclusion of non-native speakers**

	1st class			5th class		
	N	%	SE	N	%	SE
Have policy	1270	34.8	5.06	1233	32.1	5.37
Provide additional instructional support	685	19.1	4.56	581	15.2	4.40
Culture sharing	213	5.9	2.25	263	6.9	2.67
Comb. additional support & culture sharing	241	6.7	2.30	287	7.5	2.39
General integration	38	1.1	0.76	64	1.7	0.94
Other	35	1.0	0.98	23	0.6	0.60
N/A no policy	2381	66.2	5.17	2612	68.2	5.38

**Table 8.10: Percentages (SE) of pupils who attended schools with various formal policies on when formal instruction in English reading should begin**

	1st class (N=3481)	5th class (N=3092)
All pupils begin formal instruction at same time, in Junior Infants	53.8 (5.36)	52.7 (6.07)
All pupils begin formal instruction at same time, in Senior Infants	30.2 (5.32)	25.8 (5.45)
Class teachers decide when to begin formal on an individual pupil basis	14.7 (3.96)	19.7 (5.45)
Other	1.3 (1.26)	1.8 (1.78)

**Table 8.11: Percentages of pupils who attended schools with various written statements included in the School Development Plan**

	1st class				5th class			
	N	Yes	No	SE	N	Yes	No	SE
Teaching of English	3779	97.7	2.3	1.08	4008	97.1	2.9	1.38
Identification of pupils' reading difficulties	3811	97.1	2.9	1.32	4047	97.7	2.3	1.09
Assessment of pupils' reading skills	3811	96.7	3.3	1.60	4047	97.3	2.7	1.40
Provision of learning support in English	3719	96.4	3.6	2.00	3945	96.0	4.0	2.22
Assessment of English	3704	94.3	5.7	2.17	3961	96.0	4.0	1.71
Selection of English textbooks	3599	88.6	11.4	3.97	3810	90.9	9.1	4.08
Communicating pupils' progress in English reading to parents	3811	88.4	11.6	4.08	4047	88.3	11.7	4.24
English homework practices	3811	86.1	13.9	4.23	4047	81.9	18.1	4.85
Library usage	3690	82.1	17.9	4.30	3989	85.2	14.8	4.35
Assessment of pupils' oral language skills	3735	76.3	23.7	4.88	3941	76.3	23.7	4.83
Parental involvement in pupils' reading/writing development	3643	75.1	24.9	4.86	3898	70.7	29.3	5.14
Library development	3550	75.1	24.9	4.65	3805	74.0	26.0	4.48
Identification of pupils' writing difficulties	3760	75.0	25.0	4.52	3980	80.5	19.5	3.79
Assessment of pupils' writing skills	3760	74.7	25.3	4.39	3980	79.8	20.2	3.86
Use of information and communications technologies in the teaching of English	3589	74.2	25.8	4.81	3830	75.3	24.7	4.98

**Table 8.12: Percentages of pupils who attended schools that administered standardised tests of English at various class levels**

	1st class				5th class			
	N	Yes	No	SE	N	Yes	No	SE
Senior Infants	3694	60.7	39.3	6.35	3308	58.2	41.8	7.45
First class	3737	93.0	7.0	2.85	3363	92.4	7.6	3.21
Second class	3737	90.7	9.3	3.30	3722	96.9	3.1	1.67
Third class	3177	96.7	3.3	1.73	3983	97.7	2.3	1.10
Fourth class	3177	96.0	4.0	1.84	3983	96.2	3.8	1.56
Fifth class	3177	97.4	2.6	1.55	3983	98.3	1.7	0.94
Sixth class	3177	85.5	14.5	4.95	3983	86.1	13.9	3.88

**Table 8.13: Percentages of pupils who attended schools that used standardised assessments for various purposes**

	1st class (N=3474)			5th class (N=3914)		
	Yes	No	SE	Yes	No	SE
To identify pupils who have learning difficulties	98.1	1.9	1.64	98.9	1.1	0.78
To inform parents about their child's progress	89.6	10.4	3.46	90.1	9.9	3.18
To monitor the school's progress from year to year	86.1	13.9	3.06	85.2	14.8	4.13
To identify aspects of instruction or the curriculum that could be improved	79.9	20.1	4.60	83.1	16.9	3.50
To group students for instructional purposes	68.0	32.0	5.57	63.5	36.5	5.86
To compare the school to national performance	66.0	34.0	5.23	63.9	36.1	5.34
To compare the school with other schools	13.2	86.8	4.16	12.3	87.7	3.75

**Table 8.14: Percentages of pupils who attended schools that had varying types of libraries**

	1st class (N=3811)			5th class (N=4047)		
	Yes	No	SE	Yes	No	SE
A room used exclusively as a central school library	22.2	77.8	4.29	25.7	74.3	3.76
A room used as a school library which is also used for other purposes	16.3	83.7	3.84	14.5	85.5	3.52
A classroom library in some classrooms	5.0	95.0	2.53	6.3	93.7	2.75
A classroom library in every classroom	93.7	6.3	2.74	91.6	8.4	3.05

**Table 8.15: Characteristics of school libraries**

	1st class				5th class			
	N	Mean	SE	Range	N	Mean	SE	Range
Total library books	3482	2746.8	260.23	140-20000	3726	2501.8	201.08	200-14000
New books since September	3588	274.8	25.09	12-1500	3840	254.4	20.20	0-2000
Ratio of total books to pupil	3069	11.6	1.15	0.2-91.7	3647	11.7	1.09	1.3-52.6
Ratio of new books to pupil	3175	1.2	0.10	0.03-18.9	3761	1.3	0.10	0.0-7.27

**Table 8.16: Availability of computers for use in learning English reading and writing**

	1st class					5th class				
	N	Mean	SE	%None	Range	N	Mean	SE	%None	Range
Central room	3671	6.7	0.64	52.9	0-38	3968	7.1	0.69	52.7	0-38
Classroom	3772	11.6	0.55	1.0	0-40	3971	12.1	0.58	1.4	0-45
Total	3791	21.6	2.59	0.0	2-112	3906	19.3	0.92	0.0	2-71
Ratio of pupils to computer	3617	15.6	1.21	–	2.9-111	3827	14.1	0.79	–	2.2-111

**Table 8.17: Frequency with which percentages of pupils (SE) use computers for instruction in English reading/writing**

	N	Every day/almost every day	Once/twice a week	Once/twice a month	Never/hardly ever
1st and 2nd class	3524	13.0 (4.09)	48.3 (4.57)	22.8 (4.24)	15.9 (3.55)
5th and 6th class	3999	18.6 (3.96)	43.6 (5.59)	26.0 (4.85)	11.8 (4.19)

**Table 8.18: Percentages of First class pupils whose principals rated various factors as one of the three most serious obstacles to the teaching of reading in their school**

	Most serious (N=3767) % (SE)	Second most (N=3745) % (SE)	Third most (N=3513) % (SE)	Total (N=3767) % (SE)
Large classes	30.2 (5.09)	18.2 (3.97)	7.1 (3.03)	54.9 (4.97)
Shortage of learning support time	26.5 (4.81)	17.4 (4.46)	8.8 (2.90)	52.1 (5.54)
Inadequate psychological services	10.7 (3.03)	20.5 (4.76)	20.0 (5.17)	50.0 ()

**Table 8.19: Percentages of Fifth class pupils whose principals rated various factors as one of the three most serious obstacles to the teaching of reading in their school**

	Most serious		Second most		Third most		Total	
	N	% (SE)	N	% (SE)	N	% (SE)	N	% (SE)
Large classes	988	24.4 (4.63)	728	18.2 (3.73)	267	7.0 (2.80)	3767	49.0 (4.76)
Shortage of learning support time	1102	27.2 (4.72)	537	13.4 (3.64)	331	8.7 (3.10)	1970	48.7 (5.54)
Lack of psychological services	466	11.5 (2.89)	720	18.0 (4.33)	672	17.8 (4.74)	1858	45.2 (5.44)

**Table 8.20: Details of schools' staff**

	1st class				5th class			
	N	Mean	SE	Range	N	Mean	SE	Range
No. of FT teaching staff	3811	13.9	0.53	2-38	4047	13.2	0.50	2-38
% unqualified teachers	3791	2.9	0.51	0-20	4018	2.1	0.43	0-20
Pupil : teacher ratio	3735	19.4	0.46	3.8-28.5	3968	19.1	0.44	6.5-28.5
Pupil : LS teacher ratio	3561	349.9	17.30	35.5-863.6	3816	332.7	16.40	39.4-863.6
Pupil : Resource teacher ratio	3434	258.5	27.44	13.3-3130.0	3682	213.6	18.72	24.4-3130.0
% principals with FT teaching duties	3811	32.5	3.06	-	4047	35.0	2.55	-

**Table 8.21: School size and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Small	32.2	33.1	258.6	4.39	32.4	33.4	258.9	3.44
Medium	32.7	33.6	241.3	4.51	32.2	33.2	241.1	5.42
Large	32.3	33.3	250.4	3.62	32.5	33.5	251.9	3.33
Missing	2.8	0.0	248.1	7.33	3.0	0.0	229.7	6.49
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Medium-small	-17.3	6.41	<b>-33.1</b>	<b>-1.5</b>	-17.8	6.50	<b>-33.8</b>	<b>-1.8</b>
Large-small	-8.1	5.66	-22.1	5.8	-7.0	4.82	-18.8	4.9
Missing-small	-10.5	8.06	-30.3	9.5	-29.2	7.19	<b>-46.8</b>	<b>-11.5</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 8.22: School-level attendance rates and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Low	27.2	32.7	235.6	4.31	28.9	35.1	239.6	6.92
Medium	25.5	30.6	249.9	3.57	18.6	22.5	247.9	3.36
High	30.5	36.7	263.0	3.43	35.0	42.4	257.0	2.03
Missing	16.8	0.0	254.0	3.38	17.5	0.0	255.5	6.70
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Medium-low	14.3	5.59	<b>0.5</b>	<b>28.1</b>	8.3	7.75	-10.8	27.3
High-low	27.4	5.73	<b>13.3</b>	<b>41.6</b>	17.4	7.88	-2.0	36.8
Missing-low	18.4	5.49	<b>4.9</b>	<b>32.0</b>	15.9	9.86	-8.4	40.1

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 8.23: Proportion of pupils in receipt of learning support and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Low	27.2	29.3	256.3	5.30	29.8	33.1	260.3	2.45
Medium	29.7	32.1	253.9	3.02	29.7	32.9	252.1	3.58
High	35.8	38.6	242.6	4.72	30.6	34.0	241.0	6.76
Missing	7.3	0.0	247.2	5.49	9.9	0.0	240.6	7.37
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Medium-low	-2.4	6.02	-17.3	12.4	-8.2	4.77	-19.9	3.6
High-low	-13.8	7.30	-31.8	4.3	-19.2	7.03	<b>-36.5</b>	<b>-2.0</b>
Missing-low	-9.1	7.91	-28.6	10.4	-19.7	7.81	<b>-38.9</b>	<b>-0.5</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.



**Table 8.24: Availability of parental literacy classes in schools and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Yes (RefGroup)	15.5	20.3	221.0	4.73	12.2	17.8	215.3	8.56
No	60.9	79.7	256.5	2.74	56.0	82.2	254.4	2.19
Missing	23.6	0.0	252.1	2.15	31.8	0.0	255.5	3.94
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
No-yes	35.5	5.39	<b>23.1</b>	<b>47.9</b>	39.1	8.83	<b>18.8</b>	<b>59.3</b>
Missing-yes	31.1	5.18	<b>19.2</b>	<b>43.0</b>	40.2	10.13	<b>16.9</b>	<b>63.4</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 8.25: Availability of parental literacy classes in schools and pupil achievement, by disadvantaged status**

		1st class				5th class			
		%T	%A	Mean	SE	%T	%A	Mean	SE
Disadvantaged	Yes (RefGroup)	81.2	83.4	221.0	5.45	70.6	79.4	212.1	9.07
	No	16.2	16.6	229.3	7.43	18.3	20.6	233.8	2.78
	Missing	2.6	0.0	212.5		11.1	0.0	199.3	11.2
Non-disadvantaged	Yes (RefGroup)	3.4	4.6	221.2	11.81	2.1	3.3	234.1	16.7
	No	69.2	95.4	257.7	2.79	62.5	96.7	255.5	2.31
	Missing	27.5	0.0	252.8	2.22	35.3	0.0	258.6	3.55
Comparisons		Diff	SED	95% BCI		Diff	SED	95% BCI	
Disadvantaged	No-yes	8.4	9.22	-15.4	32.2	21.7	9.54	-2.8	46.2
	Missing-yes	-8.5				-12.8	14.41	-49.8	24.2
Non-disadvantaged	No-yes	31.6	12.02	<b>0.6</b>	<b>62.6</b>	21.4	16.68	-21.4	64.2
	Missing-yes	36.5	11.92	<b>5.8</b>	<b>67.2</b>	24.5	17.02	-19.2	68.2

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 8.26: Use of standardized tests to group students for instructional purposes and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Yes (RefGroup)	31.3	68.3	256.5	2.74	35.9	36.5	255.7	3.74
No	67.4	31.7	221.0	4.73	62.5	63.5	247.0	3.60
Missing	1.3	0.0	252.1	2.15	1.6	0.0	238.9	6.67
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
No-yes	35.5	5.39	<b>23.1</b>	<b>47.9</b>	8.7	5.99	-5.1	22.4
Missing-yes	31.1	5.18	<b>19.2</b>	<b>43.0</b>	-8.1	7.63	-25.6	9.4

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 8.27: Use of standardized tests to monitor school-level progress from year to year and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Yes (RefGroup)	82.6	83.7	249.2	3.00	83.6	85.0	247.9	2.70
No	16.1	16.3	254.4	3.62	14.8	15.0	261.9	4.44
Missing	1.3	0.0	247.8	13.20	1.6	0.0	245.7	5.19
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
No-yes	5.3	4.72	-5.6	16.1	14.1	5.45	<b>1.6</b>	<b>26.6</b>
Missing-yes	-1.3	13.62	-32.7	30.0	-2.1	5.84	-15.5	11.3

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 8.28: Use of standardized tests to compare the school with other schools and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Yes (RefGroup)	11.9	12.1	274.0	6.02	11.8	12.0	254.2	6.21
No	86.7	87.9	246.7	2.38	86.6	88.0	249.6	2.66
Missing	1.3	0.0	247.8	13.20	1.6	0.0	238.9	6.67
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
No-yes	-27.3	6.31	<b>-41.9</b>	<b>-12.8</b>	-4.6	6.77	-20.1	10.9
Missing-yes	-26.2	14.50	-59.6	7.2	-15.3	9.11	-36.2	5.6

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 8.29: Schools' disadvantaged status and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
No	84.4	84.4	255.2	2.28	85.3	85.3	256.4	1.85
Yes	15.6	15.6	222.1	4.66	14.7	14.7	214.6	7.01
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Yes-no	33.0	5.22	<b>22.6</b>	<b>43.5</b>	41.5	7.50	<b>26.5</b>	<b>56.4</b>

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 8.30 Correlations between school-level socio-economic variables (First class)**

		Achievement	% Books Grant	% Medical Cards	% Highest ISEI	% Parental Education
Achievement	N	3842	3568	3842	3842	3842
	r	1	<b>-.301</b>	<b>-.241</b>	<b>.165</b>	<b>-.243</b>
	t	—	-8.925	-6.360	4.467	4.688
	p	—	0.000	0.000	0.000	0.000
% Books Grant	N		3568	3568	3568	3568
	r		1	<b>.714</b>	<b>-.475</b>	<b>-.641</b>
	t		—	7.861	-4.817	-6.266
	p		—	0.000	0.000	0.000
% Medical Card	N			3842	3842	3842
	r			1	<b>-.614</b>	<b>-.685</b>
	t			—	-7.415	-6.827
	p			—	0.000	0.000
% Highest ISEI	N				3842	3842
	r				1	<b>.600</b>
	t				—	7.159
	p				—	0.000
% Parental Education	N					3842
	r					1
	t					—
	p					—

**Table 8.31 Correlations between school-level socio-economic variables (Fifth class)**

		Achievement	% Books Grant	% Medical Cards	% Highest ISEI	% Parental Education
Achievement	N	4090	3733	4090	4090	4090
	r	1	<b>-.255</b>	<b>-.300</b>	<b>.192</b>	<b>-.374</b>
	t	—	-3.677	-3.780	4.446	10.077
	p	—	0.000	0.000	0.000	0.000
% Books Grant	N		3733	3733	3733	3733
	r		1	<b>.601</b>	<b>-.365</b>	<b>-.575</b>
	t		—	4.349	-3.488	-5.647
	p		—	0.000	0.000	0.000
% Medical Card	N			4090	4090	4090
	r			1	<b>-.484</b>	<b>-.708</b>
	t			—	-7.110	-6.948
	p			—	0.000	0.000
% Highest ISEI	N				4090	4090
	r				1	<b>.531</b>
	t				—	6.659
	p				—	0.000
% Parental Education	N					4090
	r					1
	t					—
	p					—

**Table 8.33: Correlations between pupil-level achievement and various school-level characteristics (First class)**

		Pupil Achievement	SES Dep score	School-level attendance	Pupil teacher ratio	% attendance at PT meetings
Pupil Achievement	N	3842	3568	3222	3735	3649
	r	1	<b>-.293</b>	<b>.138</b>	<b>.263</b>	<b>-.105</b>
	t	–	-8.209	1.352	5.724	-1.894
	p	–	0.000	0.182	0.000	0.063
SES Deprivation score	N		3568	3011	3492	3445
	r		1	<b>-.345</b>	<b>-.621</b>	-.022
	t		–	-1.745	-5.643	-0.214
	p		–	0.086	0.000	0.831
School-level attendance	N			3222	3146	3060
	r			1	<b>.341</b>	<b>-.195</b>
	t			–	3.223	-2.362
	p			–	0.022	0.002
Pupil teacher ratio	N				3735	3573
	r				1	<b>-.247</b>
	t				–	-2.899
	p				–	0.005
% attendance at PT meetings	N					3649
	r					1
	t					–
	p					–

**Table 8.34: Correlations between pupil-level achievement and various school-level characteristics (Fifth class)**

		Pupil Achievement	SES Dep score	School-level attendance	Pupil teacher ratio	% attendance at PT meetings
Pupil Achievement	N	4090	3733	3373	3968	3800
	r	1	<b>-.352</b>	<b>.134</b>	<b>.192</b>	.002
	t	–	-6.362	2.253	2.706	0.053
	p	–	0.000	0.041	0.009	0.958
SES Deprivation score	N		3733	3095	3653	3551
	r		1	<b>-.361</b>	<b>-.479</b>	<b>-.099</b>
	t		–	-3.139	-3.774	-0.929
	p		–	0.030	0.000	0.356
School-level attendance	N			3373	3294	3126
	r			1	<b>.269</b>	<b>-.089</b>
	t			–	2.302	-0.858
	p			–	0.024	0.394
Pupil teacher ratio	N				3968	3721
	r				1	<b>-.269</b>
	t				–	-3.585
	p				–	0.001
% attendance at PT meetings	N					3800
	r					1
	t					–
	p					–

## Chapter 8: Additional Tables

**Table 8.A1: Percentages of pupils attending schools with different mediums of instruction**

	1st class (N=3842)		5th class (N=4047)	
	%	SE	%	SE
All Irish (Gaeltacht)	0.4	0.43	1.6	1.21
All Irish (outside Gaeltacht)	4.6	2.10	3.0	1.59
All classes English	95.0	2.15	95.4	1.99

**Table 8.A2: Mean percentage attendance rates for the quarter 1st January to 31st March 2004, with SE and range**

	Mean %	SE	Range
1st class (N=3222)	93.1	0.27	82 – 99
5th class (N=3373)	93.2	0.27	82 – 99

**Table 8.A3: Percentages of pupils in receipt of learning support and resource teaching with a specific or general learning disability**

	1st class				5th class			
	N	Mean %	SE	Range	N	Mean %	SE	Range
In receipt of LS	3561	9.7	0.89	0 – 50.9	3683	10.0	0.74	0 – 41.5
% of pupils in LS with a SLD	3624	15.5	3.66	0 – 100	3893	16.5	3.10	0 – 100
% of pupils in LS with a GLD	3553	10.2	2.66	0 – 100	3758	9.6	2.20	0 – 100
In receipt of resource teaching	3659	4.7	0.56	0 – 37.7	3860	5.1	0.51	0-62.3
% of pupils in RT with SLD	3470	38.6	4.44	0 – 100	3717	46.0	4.43	0 – 100

**Table 8.A4: Percentages of pupils attending designated disadvantaged schools**

	Mean %	SE
1st class (N=3842)	15.6	4.14
5th class (N=4090)	14.7	3.76

**Table 8.A5: Percentages of pupils attending schools that held parent teacher meetings in the 2003/04 school year, and mean attendance at these meetings**

	1st class (N=3649)		5th class (N=3800)	
	%	SE	%	SE
Parent teacher meetings held	100	0.0	99.7	0.22
Mean attendance	83.6	3.57	84.2	3.44

**Table 8.A6: Percentages of pupils who attended schools where the HSCL coordinator organised various activities**

	1st class			5th class		
	N	%	SE	N	%	SE
HSCL coordinator in school	3811	15.7	4.45	4047	14.9	3.80
Parental courses for English	570	49.3	16.29	587	46.2	14.72
Paired/shared reading	570	19.5	10.99	587	15.3	10.09
Combination	570	26.5	16.41	587	31.6	16.75
Provide information packs	570	4.7	4.75	587	5.8	5.09

**Table 8.A7: Percentages of pupils attending schools with a policy on when formal instruction in English reading should begin**

	1st class				5th class			
	N	Yes	No	SE	N	Yes	No	SE
Policy on when instruction in English reading should begin	3775	100	0.0	0.00	3992	99.8	0.2	0.17
Instruction in English reading begins before instruction in Irish reading	3739	97.2	2.8	1.76	3372	96.1	3.9	2.13

**Table 8.A8 Percentages of pupils' principals who found the strands and strand units of the 1999 Primary School English Curriculum useful**

	1st class (N=3811)			5th class (N=4047)		
	Yes	No	SE	Yes	No	SE
Strands	95.9	4.1	2.38	95.2	4.8	2.87
Strand units	87.9	12.1	3.23	89.0	11	3.54

**Table 8.A9: Mean duration of staff meetings during 2003/04, and percentage of time spent discussing the teaching and assessment of English, and all other topics at these meetings**

	1st class				5th class			
	N	Mean	SE	Range	N	Mean	SE	Range
Hours at staff meetings	3563	8.9	0.50	0-24	3807	8.6	0.45	0-24
% time discussing teaching of English	3406	14.0	1.20	0-50	3712	12.9	1.01	0-50
% time discussing assessment of English	3394	8.4	0.49	0-35	3699	7.6	0.47	0-35
% time discussing all other topics	3309	58.6	2.36	0-100	3650	58.8	2.25	0-100

**Table 8.A10: Percentages of pupils enrolled in schools with a policy of administering early screening tests in Infants classes, and using curriculum profiles to assess reading/writing development of pupils**

	1st class				5th class			
	N	Yes	No	SE	N	Yes	No	SE
Policy	3543	84.6	15.4	4.11	3099	79.9	20.1	5.21
Curriculum profiles	3159	39.8	60.2	6.18	3398	31.7	68.3	5.55

**Table 8.A11: Percentages (SE) of pupils who attended schools where standardised tests of English were administered to pupils**

	Never	Once every 2 years	Once a year	Twice a year
1st class (N=3780)	0.0 (0.00)	4.0 (1.90)	87.2 (3.87)	8.8 (3.42)
5th class (N=4011)	0.0 (0.00)	3.7 (1.55)	89.2 (3.58)	7.1 (3.25)

**Table 8.A12: Percentages of pupils who attended schools with various policies regarding English reading texts**

	1st class (N=3811)		5th class (N=4047)	
	Mean	SE	Mean	SE
Reading taught mainly using published reading schemes	8.6	2.98	7.9	2.40
Reading taught mainly using children's literature	0.5	0.53	0.5	0.48
Reading taught using a combination of reading schemes and children's literature	90.8	3.03	91.7	2.45
Other	0.0	0.00	0.0	0.00

**Table 8.A13: Percentages of pupils who attended schools where the main texts used in teaching reading was at the discretion of individual class teachers**

	1st class (N=3811)			5th class (N=4047)		
	Yes	No	SE	Yes	No	SE
Texts used in teaching reading at the discretion of class teacher	23.5	76.5	4.68	27.8	72.2	5.15

**Table 8.A14: Percentages of pupils who attended schools with a teacher whose post of responsibility included library duties**

	1st class (N=3777)			5th class (N=4047)		
	Yes	No	SE	Yes	No	SE
Teacher with responsibility for library duties	70.8	29.2	4.49	66.8	33.2	4.19

**Table 8.A15: Percentages (SE) of First class pupils whose principals rated the extent to which various factors were obstacles to the teaching of reading in their school**

	N	Not a problem	A problem	Serious problem
Shortage of library books	3811	86.0 (4.14)	13.4 (4.18)	0.5 (0.52)
Shortage of workbooks/worksheets	3811	95.1 (2.98)	3.8 (2.75)	1.2 (1.16)
Availability of resource material for teachers	3769	79.6 (5.19)	19.2 (5.09)	1.2 (1.18)
Availability of computer software for teaching reading/writing	3641	68.8 (4.70)	28.2 (4.39)	2.9 (1.75)
Shortage of LS teaching time for English	3716	16.1 (2.50)	53.0 (5.47)	30.9 (5.15)
Pupil absenteeism	3811	63.9 (5.54)	31.0 (5.81)	5.0 (3.12)
Time available to teach English	3811	57.7 (5.87)	36.6 (5.79)	5.7 (2.75)
Pupils' lack of interest	3811	75.7 (4.57)	21.6 (4.44)	2.7 (1.66)
Lack of support from parents	3781	66.2 (5.66)	32.1 (5.58)	1.7 (1.23)
Low parental literacy levels	3811	49.3 (5.15)	46.2 (5.05)	4.5 (1.90)
Inadequate pre-service teacher training	3688	78.3 (3.05)	21.7 (3.05)	0.0 (0.00)
Inadequate teacher in-career development	3717	68.3 (4.08)	30.0 (4.26)	1.7 (1.28)
Shortage of qualified teachers	3779	65.1 (5.97)	25.8 (5.70)	9.1 (3.43)
Resistance to change by teachers	3731	77.7 (5.24)	21.1 (5.13)	1.2 (1.19)
High teacher turnover	3811	82.8 (4.70)	16.0 (4.58)	1.2 (1.16)
Inadequate psychological services	3764	15.7 (3.90)	45.9 (6.04)	38.4 (6.06)
Large classes	3751	25.7 (5.16)	39.6 (4.98)	34.7 (5.01)
Multigrade class arrangements	3782	54.9 (4.53)	26.8 (4.55)	18.3 (4.18)
Shortage of substitute teachers	3782	28.3 (3.68)	44.1 (5.64)	27.6 (5.37)
Lack of trained library support staff	3783	39.5 (5.02)	48.9 (5.45)	11.6 (3.29)
Lack of coherence between programmes provided by LS/Resource and ordinary class teachers	3762	69.4 (4.97)	26.7 (4.81)	3.9 (2.08)
Difficulty in implementing the 1999 PSEC	3798	73.4 (5.39)	26.6 (5.39)	0.0 (0.00)
Adequate classroom accommodation	3811	51.6 (5.57)	32.4 (5.08)	16.0 (4.21)



**Table 8.A16: Percentages (SE) of Fifth class pupils whose principals rated the extent to which various factors were obstacles to the teaching of reading in their school**

	N	Not a problem	A problem	Serious problem
Shortage of library books	4047	84.1 (4.46)	15.5 (4.50)	0.4 (0.35)
Shortage of workbooks/worksheets	4047	92.8 (3.50)	6.0 (3.31)	1.2 (1.21)
Availability of resource material for teachers	3950	75.7 (5.53)	23.1 (5.43)	1.2 (1.23)
Availability of computer software for teaching reading/writing	3871	59.8 (5.01)	37.5 (4.86)	2.7 (1.50)
Shortage of LS teaching time for English	3969	18.9 (3.34)	50.2 (5.14)	30.9 (4.72)
Pupil absenteeism	4047	65.5 (5.23)	29.9 (5.64)	4.6 (3.08)
Time available to teach English	4039	55.0 (5.73)	39.0 (5.92)	6.0 (2.91)
Pupils' lack of interest	4047	73.9 (4.10)	23.6 (4.01)	2.5 (1.43)
Lack of support from parents	4047	70.3 (5.12)	26.9 (5.02)	2.8 (1.39)
Low parental literacy levels	4033	50.8 (4.74)	43.5 (4.67)	5.7 (2.10)
Inadequate pre-service teacher training	3903	76.5 (3.02)	22.6 (2.94)	0.9 (0.67)
Inadequate teacher in-career development	3984	66.8 (3.89)	31.0 (3.91)	2.2 (1.07)
Shortage of qualified teachers	4047	65.2 (5.70)	28.5 (5.72)	6.3 (2.91)
Resistance to change by teachers	4021	77.8 (5.48)	21.0 (5.38)	1.2 (1.21)
High teacher turnover	4047	85.5 (4.06)	12.3 (3.80)	2.2 (1.56)
Inadequate psychological services	3993	17.8 (4.02)	45.6 (5.13)	36.7 (5.35)
Large classes	3979	24.4 (5.13)	45.4 (5.68)	30.2 (4.98)
Multigrade class arrangements	4047	50.4 (4.39)	31.5 (5.15)	18.1 (4.42)
Shortage of substitute teachers	4047	24.4 (3.41)	48.0 (5.51)	27.7 (5.37)
Lack of trained library support staff	4020	42.4 (4.25)	44.4 (4.36)	13.1 (2.94)
Lack of coherence between programmes provided by LS/Resource and ordinary class teachers	4000	71.0 (5.05)	24.1 (4.62)	4.9 (2.39)
Difficulty in implementing the 1999 PSEC	4034	69.3 (5.58)	30.7 (5.58)	0.0 (0.00)
Adequate classroom accommodation	4047	51.1 (5.04)	31.4 (5.25)	17.4 (3.96)

**Table 8.A17: Schools' gender compositions, and pupil achievement**

	1st class				5th class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
All-girls (RefGroup)	16.2	16.2	245.4	7.37	13.3	13.3	252.9	3.57
All-boys	9.9	9.9	243.5	5.08	16.4	16.4	245.0	4.66
Mixed-gender	73.9	73.9	251.9	2.96	70.3	70.3	250.6	3.21
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Boys-girls	-1.9	9.01	-22.6	18.9	-7.9	5.83	-21.3	5.5
Mixed-girls	6.5	8.02	-12.0	24.9	-2.3	4.73	-13.1	8.6

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 8.A18: Proportion of pupils in receipt of resource teaching, and pupil achievement**

	1st class (N=3561)					5th class (N=3683)				
	Mean % RT	%T*	%A*	Mean ach	SE	Mean % RT	%T*	%A*	Mean ach	SE
Low	1.2	32.3	34.0	255.1	5.70	1.4	30.7	32.5	256.0	4.11
Medium	3.5	32.2	33.9	253.9	3.33	3.8	32.3	34.2	256.9	2.80
High	9.6	30.6	32.2	240.9	3.66	10.0	31.4	33.2	239.5	5.69
Missing	–	4.8	0.0	247.6	3.05	–	5.6	0.0	236.0	5.12
Comparisons	Diff	SED	95% BCI			Diff	SED	95% BCI		
Medium-low	-1.1	6.67	-17.6	15.3		0.8	5.33	-12.3	13.9	
High-low	-14.1	6.53	-30.3	2.0		-16.5	6.87	-33.4	0.4	
Missing-low	-7.4	6.29	-23.0	8.1		-20.0	6.41	-35.8	-4.3	

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

\* Percent of pupils in category

## Chapter 10: Tables

### Chapter 10: Additional Tables

**Table 10.A1: Percentage of inspectors expressing satisfaction with various aspects of the teaching of English to First class pupils**

	N	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied
Developing oral language	50	22.0	50.0	26.0	2.0
Teaching word meanings (vocabulary)	50	14.0	74.0	12.0	0.0
Teaching phonics	49	20.4	73.5	6.1	0.0
Teaching grammar (spelling, punctuation)	50	4.0	62.0	30.0	4.0
Teaching purposes and forms of writing	50	12.0	36.0	52.0	0.0
Teaching children's literature	50	12.0	60.0	26.0	2.0
Developing spelling	50	16.0	58.0	24.0	2.0
Teaching writing processes	49	10.2	36.7	49.0	4.1
Developing reference skills (e.g., using a library, dictionaries)	50	6.0	48.0	46.0	0.0
Developing comprehension of narrative texts	49	6.1	73.5	20.4	0.0
Developing comprehension of expository/informational texts	49	8.2	42.9	49.0	0.0
Developing comprehension of documents/representational text	49	4.1	26.5	65.3	4.1
Teaching basic word identification	50	22.0	74.0	4.0	0.0
Developing phonemic awareness	50	16.0	76.0	8.0	0.0
Teaching identification of onset and rime in written words	50	14.0	72.0	14.0	0.0
Teaching application of semantic cues	50	2.0	60.0	36.0	2.0
Teaching application of syntactic cues	50	4.0	58.0	36.0	2.0
Teaching comprehension strategies (e.g., inferencing, problem solving)	50	2.0	32.0	60.0	6.0

**Table 10.A2: Percentage of inspectors expressing satisfaction with various aspects of the teaching of English to Fifth class pupils**

	N	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied
Developing oral language	50	12.0	50.0	38.0	0.0
Teaching word meanings (vocabulary)	50	14.0	74.0	12.0	0.0
Teaching phonics	47	2.1	63.8	29.8	4.3
Teaching grammar (spelling, punctuation)	50	4.0	68.0	24.0	4.0
Teaching purposes and forms of writing	50	8.0	56.0	36.0	0.0
Teaching children's literature	50	14.0	60.0	24.0	2.0
Developing spelling	50	14.0	58.0	28.0	0.0
Teaching writing processes	50	10.0	50.0	36.0	4.0
Developing reference skills	50	14.0	58.0	26.0	2.0
Developing comprehension of narrative texts	50	12.0	68.0	20.0	0.0
Developing comprehension of expository/informational texts	50	6.0	50.0	44.0	0.0
Developing comprehension of documents/representational text	50	4.0	32.0	60.0	4.0
Teaching application of semantic cues	45	0.0	55.6	44.4	0.0
Teaching application of syntactic cues	45	2.2	55.6	42.2	0.0
Teaching comprehension strategies (e.g., inferencing, problem solving)	46	4.3	52.2	39.1	4.3
Teaching study strategies (e.g., scanning, skimming, search-reading)	50	0.0	30.0	64.0	6.0
Teaching higher-level word-attack skills (multi-syllabic words)	50	0.0	60.0	40.0	0.0

**Table 10.A3: Percentage of inspectors indicating that more training (pre-service or inservice) was needed for teachers, by grade level at which teaching**

	1st class			5th class		
	N	Pre-service	In-service	N	Pre-service	In-service
Developing oral language	49	73.5	73.5	49	73.5	71.4
Teaching word meanings (vocabulary)	49	30.6	18.4	49	16.3	14.3
Teaching phonics	49	42.9	42.9	49	36.7	36.7
Teaching grammar (spelling, punctuation)	49	36.7	26.5	49	30.6	28.6
Teaching purposes and forms of writing	49	69.4	79.6	49	59.2	77.6
Teaching children's literature	49	53.1	57.1	49	55.1	53.1
Developing spelling	49	40.8	49.0	49	36.7	46.9
Teaching writing processes	49	57.1	69.4	49	51.0	69.4
Developing reference skills	49	44.9	36.7	49	38.8	42.9
Developing comprehension of narrative texts	49	36.7	38.8	49	32.7	38.8
Developing comprehension of expository/informational texts	49	53.1	57.1	49	49.0	61.2
Developing comprehension of documents/representational text	49	55.1	65.3	49	63.3	67.3
Teaching basic word identification	49	30.6	18.4	49	–	–
Developing phonemic awareness	49	55.1	53.1	49	–	–
Teaching identification of onset and rime in written words	49	42.9	40.8	49	–	–
Teaching application of semantic cues	49	65.3	65.3	49	55.1	57.1
Teaching application of syntactic cues	49	57.1	59.2	49	51.0	51.0
Teaching comprehension strategies such as inferencing, generalising and problem solving	49	57.1	61.2	49	63.3	61.2
Teaching study strategies (e.g., scanning, skimming, search-reading)	49	–	–	49	69.4	67.3
Teaching higher-level word-attack skills (multi-syllabic words)	49	–	–	49	59.2	55.1



## Chapter 11: Tables

**Table 11.1: Comparison of 1998 and 2004 school samples: location, designated disadvantaged status, and Parents' Association**

	1998					2004				
	%T	%A	SE	95% BCI		%T	%A	SE	95% BCI	
<i>Location</i>										
Large City	36.5	36.8	3.34	29.8	43.1	36.6	36.9	5.19	26.2	46.9
Large Town	9.6	9.7	2.35	4.9	14.3	15.0	15.2	3.08	8.9	21.1
Small Town	16.9	17.1	3.07	10.8	23.1	11.5	11.7	3.23	5.1	18.0
Rural	36.1	36.4	3.17	29.8	42.4	35.9	36.2	5.18	25.5	46.2
Missing	0.9	–	0.64	-0.4	2.2	1.0	–	0.76	-0.5	2.6
<i>Designated Status</i>										
Designated	13.8	13.9	2.52	8.8	18.8	14.7	14.8	3.75	7.2	22.2
Non-designated	85.3	86.1	2.52	80.3	90.3	84.3	85.2	3.84	76.6	91.9
Missing	0.9	–	0.64	-0.4	2.2	1.0	–	0.76	-0.5	2.6
<i>Parents' Association</i>										
Yes	71.8	73.3	4.28	63.3	80.3	81.5	82.4	3.64	74.3	88.8
No	26.1	26.7	4.06	18.0	34.2	17.4	17.6	3.54	10.3	24.5
Missing	2.1	–	1.33	-0.6	4.7	1.0	–	0.79	-0.5	2.6

**Table 11.2: Comparison of 1998 and 2004 school samples: Enrolment, percentage on books grant, and quarterly attendance**

	1998				2004			
	Mean	SE	95% BCI		Mean	SE	95% BCI	
Enrolment	267.4	6.12	255.2	279.6	248.6	7.96	232.7	264.4
% on Needy Books	26.8	2.10	22.6	30.9	29.8	2.52	24.8	34.8
Attendance	91.2	0.42	90.4	92.0	93.2	0.27	92.7	93.7
Attendance (non-designated)	91.7	0.48	90.7	92.6	93.6	0.23	93.2	94.1
Attendance (designated)	88.2	0.45	87.3	89.1	90.9	0.65	89.6	92.2

**Table 11.3: Schools' disadvantaged status and pupil achievement, 1998 and 2004**

	1998				2004			
	%T	%A	Mean	SE	%T	%A	Mean	SE
No	85.3	86.1	254.5	1.74	85.3	85.3	256.8	1.80
Yes	13.8	13.9	221.3	4.42	14.7	14.7	218.8	6.78
Missing	0.9	0.0	262.8	9.36	0.0	0.0	–	–
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Yes-No	-33.2	4.75	<b>-44.1</b>	<b>-22.3</b>	-38.0	7.01	<b>-52.0</b>	<b>-24.0</b>
Missing-No	8.3	9.52	-13.4	30.0	–	–	–	–

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 11.5: Teacher rating of pupils' behaviour, and pupil achievement, 1998 and 2004**

	1998					2004				
	%T	SE (%T)	%A	Mean	SE (Mean)	%T	SE (%T)	%A	Mean	SE (Mean)
Very Good	47.9	1.69	48.5	271.0	2.03	54.9	2.24	55.1	261.5	2.23
Good	27.0	1.18	27.3	245.2	2.67	26.5	1.50	26.6	247.6	2.58
Fair	14.0	1.07	14.2	221.5	3.04	11.3	1.21	11.4	232.9	4.89
Average	6.1	0.58	6.2	206.8	3.62	4.9	0.90	4.9	217.4	6.59
Poor	3.7	0.52	3.7	198.6	5.86	2.0	0.49	2.0	204.9	5.17
Missing	1.3	0.40	0.0	231.3	19.13	0.5	0.20	55.1	248.4	15.37
Comparisons	Diff	SED	95% BCI			Diff	SED	95% BCI		
Good- Very Good	-25.8	3.35	<b>-34.6</b>	<b>-17.0</b>		-13.9	3.41	<b>-22.9</b>	<b>-4.9</b>	
Average- Very Good	-49.5	3.66	<b>-59.2</b>	<b>-39.9</b>		-28.6	5.38	<b>-42.8</b>	<b>-14.4</b>	
Fair- Very Good	-64.3	4.15	<b>-75.2</b>	<b>-53.3</b>		-44.1	6.96	<b>-62.4</b>	<b>-25.7</b>	
Poor- Very Good	-72.5	6.20	<b>-88.8</b>	<b>-56.1</b>		-56.5	5.63	<b>-71.4</b>	<b>-41.7</b>	
Missing- Very Good	-39.8	19.24	-90.5	11.0		-13.1	15.54	-54.1	27.9	

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 11.6: Teacher rating of pupils' reading standards according to class level, and pupil achievement, 1998 and 2004**

	1998					2004				
	%T	SE (%T)	%A	Mean	SE (Mean)	%T	SE (%T)	%A	Mean	SE (Mean)
Post-prim.	14.3	1.35	14.5	303.3	2.15	6.0	0.82	6.1	316.1	3.34
6 <sup>th</sup> class	18.6	1.18	18.9	281.0	1.87	16.5	1.15	16.8	291.4	4.19
5 <sup>th</sup> class	39.9	1.95	40.4	246.0	2.04	48.9	1.99	49.7	254.1	1.85
4 <sup>th</sup> class	16.8	0.87	17.0	215.8	2.76	18.5	1.49	18.8	217.1	2.58
3 <sup>rd</sup> class / lower	9.1	0.92	9.2	183.7	2.48	8.5	0.98	8.6	186.3	3.69
Missing	1.3	0.46	0.0	247.5	16.63	1.5	0.33	0.0	243.4	7.14
Comparisons	Diff	SED	95% BCI			Diff	SED	95% BCI		
6th-Post-prim.	-22.3	2.85	<b>-29.8</b>	<b>-14.8</b>		-24.8	5.35	<b>-38.9</b>	<b>-10.6</b>	
5th-Post-prim.	-57.2	2.97	<b>-65.1</b>	<b>-49.4</b>		-62.1	3.82	<b>-72.1</b>	<b>-52.0</b>	
4th-Post-prim.	-87.5	3.50	<b>-96.7</b>	<b>-78.3</b>		-99.1	4.22	<b>-110.2</b>	<b>-87.9</b>	
3rd-Post-prim.	-119.6	3.28	<b>-128.2</b>	<b>-110.9</b>		-129.8	4.97	<b>-143.0</b>	<b>-116.7</b>	
Missing-Post-prim	-55.7	16.77	<b>-100.0</b>	<b>-11.5</b>		-72.7	7.88	<b>-93.5</b>	<b>-51.9</b>	

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.



**Table 11.7: Teacher ratings of how pupils will cope with reading tasks of post-primary school, and pupil achievement, 1998 and 2004**

	1998					2004				
	%T	SE (%T)	%A	Mean	SE (Mean)	%T	SE (%T)	%A	Mean	SE (Mean)
Cope very well	41.2	1.69	41.3	285.2	1.94	42.0	2.15	42.4	283.8	2.14
Cope adequately	37.6	1.36	37.8	240.3	1.90	39.0	2.10	39.3	240.5	3.04
Needs assistance	17.8	1.08	17.9	202.7	1.97	15.7	1.17	15.9	203.0	3.64
Not cope	3.0	0.55	3.0	169.6	3.78	2.4	0.48	2.4	174.2	5.48
Missing	0.5	0.18	0.0	242.8	10.34	0.9	0.24	0.0	238.9	10.38
Comparisons	Diff		SED	95% BCI		Diff		SED	95% BCI	
Adequate-Very Well	-44.9		2.72	<b>-51.8 -37.9</b>		-43.4		3.72	<b>-52.9 -33.8</b>	
Assistance-Very Well	-82.5		2.76	<b>-89.6 -75.5</b>		-80.8		4.22	<b>-91.6 -70.0</b>	
Not Cope-Very Well	-115.6		4.25	<b>-126.4 -104.7</b>		-109.7		5.88	<b>-124.7 -94.6</b>	
Missing-Very Well	-42.4		10.52	<b>-69.3 -15.6</b>		-44.9		10.60	<b>-72.0 -17.8</b>	

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 11.8: Frequency of receiving English homework, and pupil achievement, 1998 and 2004**

	1998					2004				
	%T	SE (%T)	%A	Mean	SE (Mean)	%T	SE (%T)	%A	Mean	SE (Mean)
Nearly every day/Every day	76.5	1.89	76.7	250.7	2.17	78.9	2.73	80.6	251.1	2.33
Once/twice a week	19.7	1.46	19.8	247.8	2.78	15.7	2.37	16.0	255.9	4.86
Few times/month	2.8	0.76	2.8	257.0	5.17	2.2	0.49	2.2	249.8	4.40
Hardly ever/never	0.7	0.21	0.7	200.4	13.32	1.1	0.36	1.1	230.9	14.60
Missing	0.3	0.09	0.0	261.4	12.63	2.2	0.28	0.0	233.7	7.54
Comparisons	Diff		SED	95% BCI		Diff		SED	95% BCI	
1/2 a week-Daily	-2.9		3.53	-11.9 6.1		4.8		5.39	-8.9 18.6	
Few/month-Daily	6.3		5.61	-8.0 20.6		-1.3		4.98	-14.0 11.4	
Hardly ever-Daily	-50.3		13.50	<b>-84.8 -15.8</b>		-20.3		14.78	-58.0 17.5	
Missing-Daily	10.7		12.82	-22.1 43.4		-17.4		7.89	-37.6 2.8	

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 11.9: Time spent on English homework, and pupil achievement, 1998 and 2004**

	1998					2004				
	%T	SE (%T)	%A	Mean	SE (Mean)	%T	SE (%T)	%A	Mean	SE (Mean)
Five minutes or less	10.5	1.02	10.6	255.4	4.65	4.0	0.74	4.1	246.5	8.54
About 15 minutes	55.4	1.40	55.7	254.9	2.18	40.4	2.51	41.4	258.5	2.83
About 30 minutes	27.5	1.68	27.7	242.9	2.87	45.8	2.37	47.0	248.1	2.49
About an hour	5.0	0.85	5.1	234.3	4.88	6.4	1.02	6.6	233.7	6.33
More than an hour	0.9	0.26	0.9	198.2	9.79	0.9	0.18	0.9	227.8	7.15
Missing	0.7	0.22	0.0	239.3	12.67	2.6	0.37	0.0	250.8	8.37
Comparisons	Diff		SED	95% BCI		Diff		SED	95% BCI	
5 min/less-30 min	12.6		5.46	-1.8 27.0		-1.7		8.90	-25.1 21.8	
15 min-30 min	12.1		3.60	<b>2.6 21.6</b>		10.4		3.77	<b>0.4 20.3</b>	
1 hour-30 min	-8.5		5.66	-23.4 6.4		-14.4		6.80	-32.4 3.5	
>1 hour-30 min	-44.7		10.20	<b>-71.6 -17.7</b>		-20.3		7.57	<b>-40.3 -0.3</b>	
Missing-30 min	-3.6		12.99	-37.8 30.7		2.7		8.74	-20.4 25.7	

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 11.10: Agreement with the item 'I like reading', and pupil achievement, 1998 and 2004**

	1998					2004				
	%T	SE (%T)	%A	Mean	SE (Mean)	%T	SE (%T)	%A	Mean	SE (Mean)
Strongly agree	36.7	1.41	36.9	266.8	2.63	38.0	2.28	38.9	270.9	2.76
Agree	41.7	1.37	41.8	246.1	2.01	39.5	0.94	40.3	244.3	2.37
Not sure	15.5	1.17	15.6	229.5	3.42	12.8	0.96	13.1	229.1	3.79
Disagree	2.7	0.43	2.7	234.9	4.71	5.3	0.98	5.4	236.8	9.91
Strongly disagree	3.0	0.35	3.0	221.3	6.07	2.3	0.56	2.3	215.1	4.47
Missing	0.4	0.09	0.0	226.6	18.49	2.2	0.32	0.0	235.0	6.18
Comparisons	Diff		SED	95% BCI		Diff		SED	95% BCI	
Agree-S. Agree	-20.8		3.31	<b>-29.5 -12.0</b>		-26.6		3.64	<b>-36.2 -17.0</b>	
Not sure-S. Agree	-37.3		4.32	<b>-48.7 -25.9</b>		-41.8		4.68	<b>-54.1 -29.4</b>	
Disagree-S. Agree	-31.9		5.40	<b>-46.1 -17.7</b>		-34.1		10.28	<b>-61.2 -7.0</b>	
S. Disagree-S. Agree	-45.5		6.62	<b>-63.0 -28.0</b>		-55.8		5.25	<b>-69.7 -42.0</b>	
Missing-S. Agree	-40.2		18.67	-89.4 9.1		-35.9		6.77	<b>-53.8 -18.1</b>	

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 11.11: Agreement with the item ‘It is important for me to do well at reading’, and pupil achievement, 1998 and 2004**

	1998					2004				
	%T	SE (%T)	%A	Mean	SE (Mean)	%T	SE (%T)	%A	Mean	SE (Mean)
Strongly agree	60.0	1.07	60.3	252.2	2.14	43.4	1.61	44.4	251.9	2.37
Agree	31.5	1.11	31.6	246.9	2.58	34.4	1.23	35.1	247.7	2.88
Not sure	6.1	0.81	6.1	252.3	3.81	14.2	1.22	14.5	262.8	4.20
Disagree	1.1	0.23	1.1	234.2	16.52	3.4	0.35	3.5	262.4	5.12
Strongly disagree	1.0	0.22	1.0	229.9	9.00	2.4	0.58	2.5	221.6	4.63
Missing	0.5	0.18	0.0	230.0	13.72	2.2	0.33	0.0	234.0	6.27
Comparisons	Diff		SED	95% BCI		Diff		SED	95% BCI	
Agree-S. Agree	-5.3		3.35	-14.1 3.6		-4.1		3.73	-14.0 5.7	
Not sure-S. Agree	0.1		4.37	-11.4 11.7		10.9		4.82	-1.8 23.6	
Disagree-S. Agree	-17.9		16.66	-61.9 26.0		10.5		5.64	-4.4 25.4	
S. Disagree-S. Agree	-22.3		9.25	-46.7 2.1		-30.3		5.20	<b>-44.0 -16.6</b>	
Missing-S. Agree	-22.2		13.89	-58.9 14.5		-17.9		6.70	<b>-35.6 -0.2</b>	

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 11.12: Agreement with the item ‘How much do you like school?’, and pupil achievement, 1998 and 2004**

	1998					2004				
	%T	SE (%T)	%A	Mean	SE (Mean)	%T	SE (%T)	%A	Mean	SE (Mean)
Like a lot	10.2	0.73	10.2	248.1	3.73	11.0	0.9	11.3	252.0	6.03
Like	49.3	1.77	49.6	257.8	2.27	49.3	2.9	50.6	257.8	2.03
Dislike	20.4	1.20	20.5	249.4	3.18	21.1	1.7	21.6	255.0	3.32
Dislike a lot	19.6	1.34	19.7	232.5	3.58	16.1	1.7	16.5	226.8	4.21
Missing	0.5	0.18	0.0	229.6	21.22	2.5	0.4	0.0	243.8	6.44
Comparisons	Diff		SED	95% BCI		Diff		SED	95% BCI	
Like-Like a lot	9.7		4.36	-1.4 20.9		5.8		6.36	-10.5 22.0	
Dislike-Like a lot	1.3		4.90	-11.3 13.8		3.0		6.88	-14.6 20.6	
Dislike a lot-Like a lot	-15.6		5.17	<b>-28.8 -2.4</b>		-25.2		7.35	<b>-44.0 -6.4</b>	
Missing-Like a lot	-18.5		21.54	-73.5 36.6		-8.3		8.82	-30.8 14.3	

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 11.13: Time spent watching TV/videos/DVDs on school days, and pupil achievement, 1998 and 2004**

	1998					2004				
	%T	SE (%T)	%A	Mean	SE (Mean)	%T	SE (%T)	%A	Mean	SE (Mean)
More than 5 hours	6.8	0.87	6.8	227.2	4.36	3.9	0.64	4.0	216.3	4.62
3 to 5 hours	12.2	0.87	12.3	249.6	3.55	8.0	0.63	8.2	245.5	4.40
2 to 3 hours	22.1	1.02	22.3	256.3	2.56	20.9	1.39	21.4	255.6	2.97
1 to 2 hours	28.8	1.19	29.0	257.2	2.81	30.3	1.72	30.9	255.1	2.86
Up to 1 hour	24.4	1.12	24.6	244.8	3.19	29.2	1.82	29.8	252.9	3.51
None	4.9	0.58	4.9	238.6	6.44	5.6	0.63	5.7	243.0	6.84
Missing	0.9	0.23	0.0	245.3	8.70	1.9	0.30	0.0	237.3	6.14
Comparisons	Diff	SED	95% BCI			Diff	SED	95% BCI		
>5- Up to 1	-17.6	5.40	<b>-32.2</b>	<b>-3.0</b>		-36.6	5.80	<b>-52.3</b>	<b>-20.9</b>	
3 to 5-Up to 1	4.8	4.77	-8.1	17.7		-7.4	5.63	-22.6	7.8	
2 to 3-Up to 1	11.5	4.09	<b>0.4</b>	<b>22.6</b>		2.7	4.60	-9.7	15.1	
1 to 2-Up to 1	12.4	4.25	<b>0.9</b>	<b>23.9</b>		2.2	4.53	-10.0	14.4	
None-Up to 1	-6.2	7.19	-25.6	13.2		-9.9	7.69	-30.7	10.9	
Missing-Up to 1	0.5	9.27	-24.6	25.6		-15.6	7.07	-34.7	3.5	

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 11.14: Time spent playing computer games on school days, and pupil achievement, 1998 and 2004**

	1998					2004				
	%T	SE (%T)	%A	Mean	SE (Mean)	%T	SE (%T)	%A	Mean	SE (Mean)
More than 5 hours	2.1	0.45	2.2	211.7	5.54	1.7	0.26	1.7	214.1	4.99
3 to 5 hours	2.3	0.32	2.3	229.2	7.33	3.0	0.45	3.1	228.8	6.69
2 to 3 hours	3.9	0.33	3.9	239.8	5.01	8.3	1.27	8.5	233.5	7.17
1 to 2 hours	10.0	0.81	10.0	241.0	3.41	16.8	1.62	17.1	249.2	3.56
Up to 1 hour	36.1	1.29	36.3	250.4	1.97	36.8	1.38	37.5	253.3	3.65
None	45.0	1.57	45.3	255.2	2.64	31.5	2.20	32.1	259.7	1.86
Missing	0.5	0.15	0.0	267.4	20.50	1.9	0.29	0.0	234.5	7.10
Comparisons	Diff	SED	95% BCI			Diff	SED	95% BCI		
>5- Up to 1	-38.7	5.88	<b>-54.6</b>	<b>-22.8</b>		-39.1	6.18	<b>-55.9</b>	<b>-22.4</b>	
3 to 5-Up to 1	-21.2	7.59	<b>-41.7</b>	<b>-0.7</b>		-24.5	7.62	<b>-45.1</b>	<b>-3.9</b>	
2 to 3-Up to 1	-10.6	5.39	-25.2	3.9		-19.8	8.04	-41.6	1.9	
1 to 2-Up to 1	-9.4	3.94	-20.0	1.3		-4.1	5.09	-17.9	9.7	
None-Up to 1	4.8	3.30	-4.1	13.8		6.4	4.09	-4.7	17.5	
Missing-Up to 1	17.1	20.59	-38.6	72.8		-18.8	7.99	-40.4	2.8	

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 11.15: Expectations for school attainment, and pupil achievement, 1998 and 2004**

	1998					2004				
	%T	SE (%T)	%A	Mean	SE (Mean)	%T	SE (%T)	%A	Mean	SE (Mean)
Go to College/University	50.7	1.55	50.9	264.8	2.40	52.8	1.72	54.2	261.9	2.73
Do Leaving Cert	24.0	1.19	24.1	233.3	2.36	20.0	1.31	20.5	238.0	2.70
Do Junior Cert	3.1	0.41	3.1	212.2	7.75	2.2	0.46	2.3	214.9	5.15
Finish Primary school	1.0	0.17	1.0	190.0	15.45	0.8	0.22	0.9	197.0	6.00
Don't know	20.8	1.34	20.9	242.0	3.12	21.5	1.42	22.1	244.7	3.91
Missing	0.4	0.08	0.0	238.6	12.72	2.7	0.45	0.0	238.1	7.63
Comparisons	Diff	SED	95% BCI			Diff	SED	95% BCI		
Do LC-University	-31.4	3.36	<b>-40.3 -22.6</b>			-23.9	3.84	<b>-34.0 -13.8</b>		
Do JC-University	-52.5	8.11	<b>-74.0 -31.1</b>			-47.0	5.83	<b>-62.4 -31.7</b>		
Primary-University	-74.7	15.63	<b>-116.0 -33.5</b>			-64.9	6.60	<b>-82.4 -47.5</b>		
Don't Know-University	-22.7	3.94	<b>-33.1 -12.3</b>			-17.2	4.77	<b>-29.8 -4.6</b>		
Missing-University	-26.2	12.95	<b>-60.3 8.0</b>			-23.8	8.10	<b>-45.2 -2.4</b>		

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 11.16: Parental employment status, and pupil achievement, 1998 and 2004**

	1998					2004				
	%T	SE (%T)	%A	Mean	SE (Mean)	%T	SE (%T)	%A	Mean	SE (Mean)
No parent	18.2	1.20	18.4	221.9	2.95	7.4	1.07	7.5	226.9	6.45
One parent	42.3	1.45	42.9	252.2	2.36	39.5	1.96	40.0	250.8	3.83
Two parents	38.2	1.58	38.7	261.8	1.96	51.8	1.60	52.4	255.8	2.01
Missing	1.3	0.33	0.0	223.4	10.03	1.2	0.28	0.0	217.2	11.65
Comparisons	Diff	SED	95% BCI			Diff	SED	95% BCI		
None-Two	-39.9	3.54	<b>-48.6 -31.2</b>			-28.9	6.76	<b>-45.5 -12.4</b>		
One-Two	-9.6	3.07	<b>-17.1 -2.1</b>			-5.0	4.33	<b>-15.6 5.6</b>		
Missing-Two	-38.4	10.22	<b>-63.4 -13.4</b>			-38.6	11.83	<b>-67.5 -9.7</b>		

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 11.17: Parental medical card status, and pupil achievement, 1998 and 2004**

	1998					2004				
	%T	SE (%T)	%A	Mean	SE (Mean)	%T	SE (%T)	%A	Mean	SE (Mean)
Yes	28.5	1.69	29.4	224.8	3.16	22.2	1.78	23.5	232.7	4.33
No	68.3	1.87	70.6	261.1	1.68	72.3	1.95	76.5	259.3	2.17
Missing	3.1	0.53	0.0	236.7	6.42	5.5	0.55	0.0	219.4	4.47
Comparisons	Diff	SED	95% BCI			Diff	SED	95% BCI		
No-Yes	-36.3	3.58	<b>-44.5 -28.1</b>			-26.6	4.84	<b>-37.7 -15.5</b>		
Missing-Yes	-24.4	6.64	<b>-39.6 -9.2</b>			-39.9	4.97	<b>-51.3 -28.5</b>		

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 11.18: Lone-parent status, and pupil achievement, 1998 and 2004**

	1998					2004				
	%T	SE (%T)	%A	Mean	SE (Mean)	%T	SE (%T)	%A	Mean	SE (Mean)
Dual parent	86.1	1.06	87.9	253.1	1.94	79.0	1.43	82.7	256.1	2.19
Lone parent	11.8	1.06	12.1	231.2	2.86	16.5	1.21	17.3	236.9	3.23
Missing	2.1	0.38	0.0	227.1	7.46	4.5	0.52	0.0	217.1	4.54
Comparisons	Diff		SED	95% BCI		Diff		SED	95% BCI	
Lone-Dual	-21.9		3.45	<b>-29.8 -14.0</b>		-19.2		3.90	<b>-28.1 -10.3</b>	
Missing-Dual	-26.1		7.70	<b>-43.7 -8.5</b>		-39.1		5.04	<b>-50.6 -27.6</b>	

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 11.19a: Home educational resources, and pupil achievement, 1998 and 2004: Encyclopaedia**

	1998					2004				
	%T	SE (%T)	%A	Mean	SE (Mean)	%T	SE (%T)	%A	Mean	SE (Mean)
No	38.6	1.79	39.1	233.8	2.54	40.8	1.96	42.3	233.8	2.69
Yes	60.1	1.72	60.9	261.0	1.99	55.8	1.99	57.7	266.0	1.82
Missing	1.3	0.33	0.0	223.4	10.03	3.4	0.47	0.0	217.7	5.86
Comparisons	Diff		SED	95% BCI		Diff		SED	95% BCI	
No-Yes	-27.1		3.23	<b>-34.5 -19.8</b>		-32.3		3.25	<b>-39.7 -24.9</b>	
Missing-Yes	-37.6		10.23	<b>-60.9 -14.2</b>		-48.3		6.13	<b>-62.4 -34.3</b>	

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 11.19b: Home educational resources, and pupil achievement, 1998 and 2004: Dictionary**

	1998					2004				
	%T	SE (%T)	%A	Mean	SE (Mean)	%T	SE (%T)	%A	Mean	SE (Mean)
No	6.2	0.69	6.2	203.4	3.35	7.5	0.83	7.7	212.7	3.74
Yes	92.5	0.74	93.8	253.5	1.72	89.1	0.94	92.3	255.7	2.16
Missing	1.3	0.33	0.0	223.4	10.03	3.4	0.47	0.0	217.5	5.86
Comparisons	Diff		SED	95% BCI		Diff		SED	95% BCI	
No-Yes	-50.1		3.77	<b>-58.7 -41.5</b>		-43.1		4.32	<b>-53.0 -33.2</b>	
Missing-Yes	-30.1		10.18	<b>-53.3 -6.8</b>		-38.2		6.25	<b>-52.5 -24.0</b>	

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 11.19c: Home educational resources, and pupil achievement, 1998 and 2004: Study place**

	1998					2004				
	%T	SE (%T)	%A	Mean	SE (Mean)	%T	SE (%T)	%A	Mean	SE (Mean)
No	62.8	1.62	63.6	240.3	2.01	25.3	1.72	25.3	227.6	3.06
Yes	35.9	1.56	36.4	267.9	2.18	71.3	1.79	71.3	261.2	1.73
Missing	1.3	0.33	0.0	223.4	10.03	3.4	0.47	3.4	217.8	5.86
Comparisons	Diff		SED	95% BCI		Diff		SED	95% BCI	
No-Yes	-27.6		2.97	<b>-34.4 -20.9</b>		-33.7		3.51	<b>-41.7 -25.6</b>	
Missing-Yes	-44.5		10.27	<b>-68.0 -21.1</b>		-43.4		6.11	<b>-57.4 -29.5</b>	

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 11.20: Number of books in the home, and pupil achievement, 1998 and 2004**

	1998					2004				
	%T	SE (%T)	%A	Mean	SE (Mean)	%T	SE (%T)	%A	Mean	SE (Mean)
Less than 11	10.4	0.91	10.7	209.1	3.67	10.7	1.06	11.1	215.5	3.91
Between 11 & 50	33.7	1.34	34.5	234.1	2.23	23.6	1.32	24.6	236.7	2.75
Between 51 & 100	21.9	1.04	22.4	259.9	2.29	23.0	1.12	24.0	250.9	3.65
Over 100	31.7	1.64	32.4	276.1	2.61	38.6	1.96	40.3	273.3	2.54
Missing	2.3	0.44	0.0	215.4	7.44	4.1	0.53	0.0	221.8	5.32
Comparisons	Diff		SED	95% BCI		Diff		SED	95% BCI	
<11->100	-67.0		4.50	<b>-78.5 -55.5</b>		-57.8		4.67	<b>-69.7 -45.9</b>	
11 to 50->100	-42.0		3.43	<b>-50.8 -33.3</b>		-36.6		3.75	<b>-46.2 -27.1</b>	
51 to 100->100	-16.3		3.47	<b>-25.1 -7.4</b>		-22.4		4.45	<b>-33.7 -11.0</b>	
Missing->100	-60.7		7.88	<b>-80.8 -40.6</b>		-51.5		5.90	<b>-66.5 -36.4</b>	

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 11.21a: Rules about TV/video/DVD viewing, and pupil achievement, 1998 and 2004: Type**

	1998					2004				
	%T	SE (%T)	%A	Mean	SE (Mean)	%T	SE (%T)	%A	Mean	SE (Mean)
No	40.4	1.31	40.9	241.3	2.24	43.5	1.53	45.1	241.9	2.63
Yes	58.3	1.28	59.1	256.6	2.25	53.0	1.62	54.9	261.0	2.29
Missing	1.3	0.33	0.0	223.4	10.03	3.4	0.47	0.0	217.7	5.86
Comparisons	Diff		SED	95% BCI		Diff		SED	95% BCI	
No-Yes	-15.3		3.18	<b>-22.6 -8.0</b>		-19.1		3.48	<b>-27.1 -11.2</b>	
Missing-Yes	-33.2		10.28	<b>-56.7 -9.7</b>		-43.3		6.29	<b>-57.7 -29.0</b>	

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 11.21b: Rules about TV/video/DVD viewing, and pupil achievement, 1998 and 2004: Amount**

	1998					2004				
	%T	SE (%T)	%A	Mean	SE (Mean)	%T	SE (%T)	%A	Mean	SE (Mean)
No	23.9	1.08	24.2	235.1	3.61	34.4	1.54	35.6	240.3	2.81
Yes	74.8	1.15	75.8	255.2	1.84	62.2	1.57	64.4	259.1	2.20
Missing	1.3	0.33	0.0	223.4	10.03	3.4	0.47	0.0	217.5	5.86
Comparisons	Diff		SED	95% BCI		Diff		SED	95% BCI	
No-Yes	-19.1		3.48	<b>-27.1 -11.2</b>		-18.9		3.56	<b>-27.0 -10.7</b>	
Missing-Yes	-43.3		6.29	<b>-57.7 -29.0</b>		-41.6		6.26	<b>-55.9 -27.3</b>	

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 11.22: Parents' expectations for their child's educational attainment, and pupil achievement, 1998 and 2004**

	1998					2004				
	%T	SE (%T)	%A	Mean	SE (Mean)	%T	SE (%T)	%A	Mean	SE (Mean)
Before Junior Cert.	–	–	–	–	–	0.3	0.12	0.4	216.4	14.70
Junior Cert.	2.1	0.45	2.2	190.8	7.05	1.3	0.34	1.4	206.2	5.46
Leaving Cert.	20.6	1.43	21.8	215.6	3.76	18.5	1.20	19.9	218.2	3.98
PLC/Certificate/Diploma	22.3	0.97	23.6	241.1	1.49	18.0	1.01	19.3	241.9	3.41
Third-level degree	49.6	1.48	52.5	273.3	1.80	55.0	2.05	59.0	270.0	1.71
Missing	5.5	0.76	2.2	226.7	5.48	6.8	0.68	0.0	225.0	4.81
Comparisons	Diff		SED	95% BCI		Diff		SED	95% BCI	
Pre JC-Third-Level	–	–	–	–	–	-53.6	14.80	<b>-92.7</b>	<b>-14.5</b>	
JC-Third-Level	-82.5	7.28	<b>-101.1</b>	<b>-63.9</b>		-63.7	5.72	<b>-78.8</b>	<b>-48.6</b>	
LC-Third-Level	-57.7	4.17	<b>-68.4</b>	<b>-47.1</b>		-51.8	4.33	<b>-63.2</b>	<b>-40.3</b>	
PLC-Third-Level	-32.2	2.34	<b>-38.2</b>	<b>-26.3</b>		-28.1	3.81	<b>-38.2</b>	<b>-18.0</b>	
Missing-Third-Level	-46.6	5.76	<b>-61.4</b>	<b>-31.9</b>		-45.0	5.11	<b>-58.4</b>	<b>-31.5</b>	

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.



## Chapter 11: Additional Tables

**Table 11.A1: Comparison of school-level pupil-teacher and pupil-learning-support teacher ratios, 1998 and 2004**

	1998				2004			
	Mean	SE	95% BCI		Mean	SE	95% BCI	
Pupil-teacher ratio	26.8	0.37	26.1	27.6	19.1	0.44	18.2	20.0
Pupil-LST ratio	377.7	14.02	349.8	405.6	342.1	19.07	304.0	380.1
Pupil-RT ratio	–	–	–	–	211.7	18.71	174.3	249.0
Pupil-LST & RT ratio	–	–	–	–	115.1	6.22	102.7	127.5

**Table 11.A2: Comparison of book-pupil and computer-pupil ratios, 1998 and 2004**

	1998				2004			
	Mean	SE	95% BCI		Mean	SE	95% BCI	
Book-pupil ratio	8.1	0.51	7.1	9.2	11.7	1.09	9.5	13.8
Computer-pupil ratio	65.6	5.46	54.8	76.5	14.1	0.79	12.5	15.7

**Table 11.A3: Percentages of pupils attending schools where principals report standardised testing at least once a year, by class level, and their confidence intervals, 1998 and 2004**

Class Level	1998				2004			
	% Yes	SE	95% BCI		% Yes	SE	95% BCI	
Third	90.2	1.96	86.3	94.1	97.7	1.10	95.5	99.9
Fourth	88.7	2.13	84.5	93.0	96.2	1.56	93.1	99.4
Fifth	93.2	1.80	89.6	96.8	98.3	0.94	96.4	100.1
Sixth	86.0	2.88	80.2	91.7	86.1	3.88	78.3	93.8

Note. In 1998, 5.8% are missing; in 2004 1.8% are missing.

**Table 11.A4: Mean reading achievement scores at various percentile points and overall, by gender, in 1998 and 2004**

		Boys				Girls			
		Mean		SE		Mean		SE	
10th	1998 (RefGroup)	179.4		2.59		189.6		3.98	
	2004	181.7		4.06		192.9		3.00	
25th	1998 (RefGroup)	207.6		3.00		219.4		3.40	
	2004	209.7		3.62		220.7		2.55	
50th	1998 (RefGroup)	245.0		2.97		256.2		3.09	
	2004	248.1		3.84		253.2		3.08	
75th	1998 (RefGroup)	279.6		3.08		287.3		3.11	
	2004	284.1		2.39		287.8		3.96	
90th	1998 (RefGroup)	314.1		3.96		318.1		3.20	
	2004	314.0		2.92		320.3		3.73	
Overall	1998 (RefGroup)	245.7		2.02		254.4		2.47	
	2004	248.1		2.96		254.3		2.41	
Comparisons		Diff	SED	95% BCI		Diff	SED	95% BCI	
10th	1998-2004	2.3	4.82	-9.2	13.8	3.3	4.98	-8.6	15.2
25th	1998-2004	2.1	4.70	-9.2	13.4	1.3	4.25	-8.9	11.5
50th	1998-2004	3.1	4.85	-8.5	14.7	-3.0	4.36	-13.4	7.4
75th	1998-2004	4.5	3.90	-4.8	13.8	0.5	5.04	-11.6	12.6
90th	1998-2004	-0.1	4.92	-11.9	11.7	2.2	4.91	-9.6	14.0
Overall	1998-2004	2.4	3.58	-6.2	11.0	-0.1	3.45	-8.4	8.2

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 11.A5: Teacher rating of pupils' behaviour, and pupil achievement – boys, 1998 and 2004**

	1998					2004				
	%T	SE (%T)	%A	Mean	SE (Mean)	%T	SE (%T)	%A	Mean	SE (Mean)
Very Good	42.7	2.45	43.3	269.1	2.74	43.3	2.37	43.5	263.0	3.18
Good	27.9	1.63	28.3	243.6	3.14	30.5	2.00	30.6	246.4	2.86
Fair	16.0	1.92	16.2	220.0	3.57	15.4	1.74	15.5	233.4	6.08
Average	7.4	0.91	7.5	208.7	4.84	6.8	1.23	6.8	217.5	8.13
Poor	4.6	0.77	4.7	194.9	7.17	3.6	0.91	3.6	204.7	5.21
Missing	1.4	0.64	0.0	230.5	39.92	0.4	0.19	0.0	238.1	22.35
Comparisons	Diff	SED	95% BCI			Diff	SED	95% BCI		
Good- Very Good	-25.5	4.17	<b>-36.5</b>	<b>-14.5</b>		-16.6	4.28	<b>-27.9</b>	<b>-5.3</b>	
Average- Very Good	-49.1	4.50	<b>-61.0</b>	<b>-37.2</b>		-29.6	6.86	<b>-47.7</b>	<b>-11.5</b>	
Fair- Very Good	-60.4	5.56	<b>-75.1</b>	<b>-45.7</b>		-45.5	8.73	<b>-68.5</b>	<b>-22.5</b>	
Poor- Very Good	-74.2	7.67	<b>-94.4</b>	<b>-54.0</b>		-58.3	6.10	<b>-74.4</b>	<b>-42.2</b>	
Missing- Very Good	-38.6	40.02	-144.2	67.0		-24.9	22.57	-84.5	34.7	

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 11.A6: Teacher rating of pupils' behaviour, and pupil achievement – girls, 1998 and 2004**

	1998					2004				
	%T	SE (%T)	%A	Mean	SE (Mean)	%T	SE (%T)	%A	Mean	SE (Mean)
Very Good	53.2	1.91	53.9	272.6	2.59	66.3	2.35	66.7	261.5	2.23
Good	26.0	1.61	26.4	247.1	3.72	22.4	1.52	22.6	247.6	2.58
Fair	12.0	0.93	12.2	223.6	4.31	7.2	1.20	7.3	232.9	4.89
Average	4.8	0.74	4.9	203.7	5.65	3.0	1.19	3.0	217.4	6.59
Poor	2.7	0.65	2.7	205.1	8.87	0.4	0.16	0.4	204.9	5.17
Missing	1.3	0.42	0.0	232.2	17.13	0.6	0.33	0.0	248.4	15.37
Comparisons	Diff		SED	95% BCI		Diff		SED	95% BCI	
Good- Very Good	-25.5		4.53	<b>-37.5</b> <b>-13.6</b>		-13.9		3.41	<b>-22.9</b> <b>-4.9</b>	
Average- Very Good	-49.0		5.03	<b>-62.3</b> <b>-35.8</b>		-28.6		5.38	<b>-42.8</b> <b>-14.4</b>	
Fair- Very Good	-68.9		6.22	<b>-85.3</b> <b>-52.5</b>		-44.1		6.96	<b>-62.5</b> <b>-25.7</b>	
Poor- Very Good	-67.6		9.24	<b>-91.9</b> <b>-43.2</b>		-56.6		5.63	<b>-71.5</b> <b>-41.7</b>	
Missing- Very Good	-40.4		17.32	-86.1 5.3		-13.1		15.54	-54.1 27.9	

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 11.A7: Teacher ratings of how pupils will cope with reading tasks of post-primary school, and mean achievement – boys, 1998 and 2004**

	1998					2004				
	%T	SE (%T)	%A	Mean	SE (Mean)	%T	SE (%T)	%A	Mean	SE (Mean)
Cope very well	35.8	1.95	36.0	285.7	2.48	37.8	2.07	38.1	287.3	2.28
Cope adequately	38.6	1.63	38.8	241.3	1.86	40.7	1.91	41.1	237.8	4.00
Needs assistance	21.4	1.59	21.5	200.4	2.51	18.0	1.51	18.2	200.7	3.97
Not cope	3.7	0.65	3.8	169.3	3.56	2.5	0.63	2.6	171.4	6.54
Missing	0.4	0.16	0.0	227.3	14.50	1.0	0.29	0.0	236.4	11.05
Comparisons	Diff		SED	95% BCI		Diff		SED	95% BCI	
Adequate-Very Well	-44.3		3.10	<b>-52.3</b> <b>-36.4</b>		-49.5		4.60	<b>-61.2</b> <b>-37.7</b>	
Assistance-Very Well	-85.3		3.53	<b>-94.3</b> <b>-76.3</b>		-86.6		4.58	<b>-98.3</b> <b>-74.9</b>	
Not Cope-Very Well	-116.4		4.34	<b>-127.5</b> <b>-105.3</b>		-115.9		6.93	<b>-133.6</b> <b>-98.2</b>	
Missing-Very Well	-58.4		14.71	<b>-96.0</b> <b>-20.8</b>		-50.9		11.28	<b>-79.7</b> <b>-22.1</b>	

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 11.A8: Teacher ratings of how pupils will cope with reading tasks of post-primary school, and mean achievement – girls, 1998 and 2004**

	1998					2004				
	%T	SE (%T)	%A	Mean	SE (Mean)	%T	SE (%T)	%A	Mean	SE (Mean)
Cope very well	46.6	2.33	46.9	284.8	2.58	46.2	2.88	46.6	281.0	3.10
Cope adequately	36.6	2.52	36.7	239.2	2.65	37.3	2.68	37.6	243.4	3.09
Needs assistance	14.1	1.39	14.2	206.3	3.66	13.4	1.37	13.6	206.2	3.87
Not cope	2.2	0.72	2.2	170.2	5.97	2.2	0.62	2.3	177.3	7.41
Missing	0.5	0.30	0.0	256.8	15.06	0.8	0.35	0.0	242.0	20.90
Comparisons	Diff	SED	95% BCI			Diff	SED	95% BCI		
Adequate-Very Well	-45.6	3.69	<b>-55.0</b>	<b>-36.2</b>		-37.7	4.38	<b>-48.9</b>	<b>-26.5</b>	
Assistance-Very Well	-78.6	4.48	<b>-90.0</b>	<b>-67.1</b>		-74.8	4.96	<b>-87.5</b>	<b>-62.2</b>	
Not Cope-Very Well	-114.6	6.50	<b>-131.3</b>	<b>-98.0</b>		-103.7	8.03	<b>-124.3</b>	<b>-83.2</b>	
Missing-Very Well	-28.1	15.28	-67.1	11.0		-39.0	21.12	-93.0	15.0	

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 11.A9: Agreement with the item 'I like reading', and pupil achievement – boys, 1998 and 2004**

	1998					2004				
	%T	SE (%T)	%A	Mean	SE (Mean)	%T	SE (%T)	%A	Mean	SE (Mean)
Strongly agree	29.2	1.42	29.3	261.2	3.70	26.9	1.11	27.3	272.4	3.86
Agree	41.7	1.72	41.9	245.0	2.45	45.4	1.40	46.1	246.0	3.37
Not sure	20.7	1.89	20.7	233.7	3.97	15.9	1.19	16.2	227.3	3.92
Disagree	3.0	0.54	3.0	230.8	5.62	7.4	1.61	7.5	236.5	14.03
Strongly disagree	5.1	0.62	5.1	222.4	7.09	2.8	0.53	2.9	211.4	6.11
Missing	0.4	0.12	0.0	209.8	22.75	1.6	0.30	0.0	225.8	11.45
Comparisons	Diff	SED	95% BCI			Diff	SED	95% BCI		
Agree-S. Agree	-16.2	4.44	<b>-27.9</b>	<b>-4.5</b>		-26.4	5.13	<b>-40.0</b>	<b>-12.9</b>	
Not sure-S. Agree	-27.5	5.42	<b>-41.8</b>	<b>-13.2</b>		-45.1	5.50	<b>-59.6</b>	<b>-30.5</b>	
Disagree-S. Agree	-30.4	6.72	<b>-48.1</b>	<b>-12.7</b>		-35.9	14.56	<b>-74.3</b>	<b>2.5</b>	
S. Disagree-S. Agree	-38.8	8.00	<b>-59.9</b>	<b>-17.7</b>		-61.0	7.23	<b>-80.1</b>	<b>-41.9</b>	
Missing-S. Agree	-51.4	23.05	-112.3	9.4		-46.6	12.08	<b>-78.5</b>	<b>-14.7</b>	

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 11.A10: Agreement with the item ‘I like reading’, and pupil achievement – girls, 1998 and 2004**

	1998					2004				
	%T	SE (%T)	%A	Mean	SE (Mean)	%T	SE (%T)	%A	Mean	SE (Mean)
Strongly agree	44.5	2.18	44.7	270.6	3.00	49.1	3.37	50.5	270.1	3.16
Agree	41.6	2.17	41.7	247.2	2.67	33.6	1.29	34.6	242.1	2.65
Not sure	10.2	1.07	10.3	220.8	6.44	9.7	1.53	10.0	232.1	5.56
Disagree	2.4	0.48	2.4	240.3	7.65	3.1	0.82	3.2	237.5	7.93
Strongly disagree	0.9	0.27	0.9	215.1	8.38	1.7	1.04	1.7	221.2	3.66
Missing	0.3	0.13	0.0	246.1	24.70	2.8	0.57	0.0	240.2	6.76
Comparisons	Diff		SED	95% BCI		Diff		SED	95% BCI	
Agree-S. Agree	-23.4		4.01	<b>-34.0</b> <b>-12.8</b>		-28.0		4.13	<b>-38.9</b> <b>-17.1</b>	
Not sure-S. Agree	-49.8		7.11	<b>-68.5</b> <b>-31.0</b>		-38.0		6.40	<b>-54.9</b> <b>-21.2</b>	
Disagree-S. Agree	-30.3		8.22	<b>-52.0</b> <b>-8.6</b>		-32.6		8.54	<b>-55.1</b> <b>-10.1</b>	
S. Disagree-S. Agree	-55.5		8.90	<b>-79.0</b> <b>-32.0</b>		-48.9		4.84	<b>-61.7</b> <b>-36.1</b>	
Missing-S. Agree	-24.5		24.88	-90.1 41.2		-29.9		7.46	<b>-49.6</b> <b>-10.2</b>	

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 11.A11: Agreement with the item ‘it is important for me to do well at reading’, and pupil achievement – boys, 1998 and 2004**

	1998					2004				
	%T	SE (%T)	%A	Mean	SE (Mean)	%T	SE (%T)	%A	Mean	SE (Mean)
Strongly agree	57.4	1.44	57.8	248.5	2.71	42.3	1.53	42.8	246.8	2.73
Agree	31.7	1.40	31.9	242.0	3.56	34.8	1.61	35.3	247.1	4.12
Not sure	7.2	1.27	7.2	249.9	5.00	14.9	1.13	15.1	259.6	4.96
Disagree	1.6	0.43	1.6	221.3	18.29	3.8	0.55	3.8	253.6	11.28
Strongly disagree	1.5	0.44	1.5	232.3	10.25	2.9	0.61	2.9	220.3	7.40
Missing	0.6	0.33	57.8	218.2	14.10	1.4	0.30	0.0	233.3	7.89
Comparisons	Diff		SED	95% BCI		Diff		SED	95% BCI	
Agree-S. Agree	-6.5		4.48	-18.3 5.3		0.3		4.94	-12.7 13.3	
Not sure- S. Agree	1.4		5.69	-13.6 16.5		12.8		5.66	-2.2 27.7	
Disagree-S. Agree	-27.2		18.49	-76.0 21.6		6.8		11.61	-23.8 37.5	
S. Disagree-S. Agree	-16.2		10.60	-44.1 11.8		-26.5		7.89	<b>-47.4</b> <b>-5.7</b>	
Missing- S. Agree	-30.3		14.36	-68.2 7.6		-13.5		8.34	-35.5 8.5	

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 11.A12: Agreement with the item ‘it is important for me to do well at reading’, and pupil achievement – girls, 1998 and 2004**

	1998					2004				
	%T	SE (%T)	%A	Mean	SE (Mean)	%T	SE (%T)	%A	Mean	SE (Mean)
Strongly agree	62.6	1.65	62.8	255.6	2.62	44.6	2.52	45.9	256.6	3.39
Agree	31.3	1.84	31.4	251.9	3.63	33.9	1.68	34.9	248.4	2.76
Not sure	4.9	0.90	4.9	255.8	6.90	13.5	1.66	13.9	266.3	6.83
Disagree	0.5	0.15	0.5	272.7	19.80	3.0	0.54	3.1	273.2	7.26
Strongly disagree	0.4	0.13	0.4	219.2	22.55	2.0	1.05	2.1	223.4	4.26
Missing	0.3	0.13	62.8	257.6	24.82	3.0	0.58	0.0	234.3	7.84
Comparisons	Diff		SED	95% BCI		Diff		SED	95% BCI	
Agree-S. Agree	-3.7		4.47	-15.5 8.1		-8.2		4.37	-19.7 3.3	
Not sure-S. Agree	0.2		7.39	-19.3 19.7		9.7		7.62	-10.4 29.8	
Disagree-S. Agree	17.1		19.97	-35.6 69.8		16.6		8.01	-4.6 37.7	
S. Disagree-S. Agree	-36.4		22.70	-96.3 23.5		-33.2		5.44	<b>-47.6 -18.9</b>	
Missing-S. Agree	2.0		24.96	-63.9 67.9		-22.4		8.54	-44.9 0.2	

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 11.A13: Agreement with the item ‘How much do you like school?’, and pupil achievement – boys, 1998 and 2004**

	1998					2004				
	%T	SE (%T)	%A	Mean	SE (Mean)	%T	SE (%T)	%A	Mean	SE (Mean)
Like a lot	5.1	0.71	5.2	235.9	9.36	7.6	1.0	7.8	243.7	8.66
Like	42.5	2.25	42.8	256.8	3.31	42.1	2.4	43.2	256.8	2.98
Dislike	24.0	1.54	24.2	245.8	4.36	24.5	2.0	25.1	253.8	3.22
Dislike a lot	27.6	2.13	27.8	231.1	3.01	23.3	2.1	23.9	228.7	4.96
Missing	0.7	0.32	0.0	216.0	27.69	2.6	0.7	0.0	239.8	12.34
Comparisons	Diff		SED	95% BCI		Diff		SED	95% BCI	
Like-Like a lot	20.9		9.92	-4.5 46.2		13.2		9.16	-10.3 36.6	
Dislike-Like a lot	9.8		10.32	-16.5 36.2		10.2		9.24	-13.4 33.8	
Dislike a lot-Like a lot	-4.8		9.83	-29.9 20.3		-14.9		9.98	-40.4 10.6	
Missing-Like a lot	-19.9		29.23	-94.6 54.8		-3.9		15.07	-42.4 34.6	

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 11.A14: Agreement with the item ‘How much do you like school?’, and pupil achievement – girls, 1998 and 2004**

	1998					2004				
	%T	SE (%T)	%A	Mean	SE (Mean)	%T	SE (%T)	%A	Mean	SE (Mean)
Like a lot	15.3	1.26	15.4	252.3	3.80	14.4	1.4	14.8	256.4	6.14
Like	56.2	2.13	56.4	258.6	2.79	56.4	3.8	57.9	258.5	2.48
Dislike	16.7	1.72	16.8	254.7	3.94	17.8	2.1	18.2	256.6	6.64
Dislike a lot	11.3	1.24	11.4	236.0	6.68	8.9	1.7	9.2	221.8	4.55
Missing	0.4	0.16	0.0	254.0	18.77	2.5	0.6	0.0	247.8	5.46
Comparisons	Diff		SED	95% BCI		Diff		SED	95% BCI	
Like-Like a lot	6.3		4.72	-5.7 18.4		2.1		6.62	-14.8 19.0	
Dislike-Like a lot	2.4		5.47	-11.6 16.3		0.2		9.04	-22.9 23.3	
Dislike a lot-Like a lot	-16.3		7.69	-36.0 3.3		-34.6		7.64	<b>-54.1 -15.0</b>	
Missing-Like a lot	1.7		19.15	-47.2 50.6		-8.6		8.22	-29.6 12.4	

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 11.A15: Time spent watching television/ videos/ DVDs on school days, and pupil achievement – boys, 1998 and 2004**

	1998					2004				
	%T	SE (%T)	%A	Mean	SE (Mean)	%T	SE (%T)	%A	Mean	SE (Mean)
More than 5 hours	9.4	1.51	9.5	229.8	4.18	4.3	0.60	4.3	218.3	5.55
3 to 5 hours	14.2	1.33	14.3	249.1	4.17	8.1	0.93	8.2	237.8	5.69
2 to 3 hours	22.7	1.11	22.9	255.8	3.22	23.8	2.60	24.1	256.4	4.15
1 to 2 hours	25.9	1.25	26.1	251.0	4.71	29.2	2.07	29.6	249.7	3.83
Up to 1 hour	21.9	1.54	22.1	237.5	3.91	27.7	1.94	28.1	250.9	4.40
None	5.0	0.95	5.0	229.9	10.94	5.6	0.90	5.7	234.5	6.71
Missing	0.8	0.30	0.0	238.0	7.59	1.4	0.26	0.0	223.8	10.27
Comparisons	Diff		SED	95%BCI		Diff		SED	95%BCI	
>5- Up to 1	-7.7		5.72	-23.2 7.8		-32.6		7.08	<b>-51.8 -13.4</b>	
3 to 5-Up to 1	11.6		5.72	-3.9 27.1		-13.1		7.19	-32.6 6.4	
2 to 3-Up to 1	18.3		5.07	<b>4.6 32.0</b>		5.5		6.05	-10.9 21.9	
1 to 2-Up to 1	13.5		6.12	-3.1 30.1		-1.2		5.83	-17.0 14.6	
None-Up to 1	-7.6		11.62	-39.0 23.8		-16.4		8.02	-38.1 5.3	
Missing-Up to 1	0.5		8.54	-22.6 23.6		-27.1		11.17	-57.3 3.1	

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 11.A16: Time spent watching television/ videos/ DVDs on school days, and pupil achievement – girls, 1998 and 2004**

	1998					2004				
	%T	SE (%T)	%A	Mean	SE (Mean)	%T	SE (%T)	%A	Mean	SE (Mean)
More than 5 hours	4.0	0.71	4.1	221.2	10.17	3.6	1.23	3.7	216.3	4.62
3 to 5 hours	10.1	1.24	10.2	250.4	4.82	8.0	0.84	8.2	245.5	4.40
2 to 3 hours	21.5	1.59	21.7	256.8	3.41	18.2	1.63	18.6	255.6	2.97
1 to 2 hours	31.7	2.10	32.0	262.4	3.33	31.4	2.01	32.2	255.1	2.86
Up to 1 hour	27.0	1.90	27.2	250.9	4.17	30.7	2.38	31.5	252.9	3.51
None	4.8	0.69	4.8	248.0	10.23	5.7	0.78	5.8	243.0	6.84
Missing	0.9	0.34	0.0	252.3	14.13	2.5	0.56	3.7	237.3	6.14
Comparisons	Diff		SED	95% BCI		Diff		SED	95% BCI	
>5- Up to 1	-29.7		10.99	<b>-59.4    0.0</b>		-36.6		5.80	<b>-52.3    -20.9</b>	
3 to 5-Up to 1	-0.5		6.37	-17.7    16.7		-7.4		5.63	-22.6    7.8	
2 to 3-Up to 1	5.9		5.39	-8.7    20.5		2.7		4.60	-9.7    15.1	
1 to 2-Up to 1	11.5		5.34	-2.9    25.9		2.2		4.53	-10.0    14.4	
None-Up to 1	-2.9		11.05	-32.8    27.0		-9.9		7.69	-30.7    10.9	
Missing-Up to 1	1.4		14.73	-38.5    41.3		-15.6		7.07	-34.7    3.5	

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 11.A17: Time spent playing computer games on school days, and pupil achievement – boys, 1998 and 2004**

	1998					2004				
	%T	SE (%T)	%A	Mean	SE (Mean)	%T	SE (%T)	%A	Mean	SE (Mean)
More than 5 hours	3.9	0.85	4.0	212.0	5.67	3.1	0.51	3.2	213.9	5.17
3 to 5 hours	3.9	0.62	3.9	228.9	8.41	4.9	0.58	5.0	230.9	6.74
2 to 3 hours	6.3	0.56	6.3	241.4	5.77	11.9	1.46	12.1	233.2	7.30
1 to 2 hours	14.4	1.27	14.5	245.3	3.76	23.0	2.36	23.4	250.0	5.56
Up to 1 hour	39.7	1.61	39.8	250.0	2.68	36.1	1.85	36.6	252.7	4.64
None	31.4	1.84	31.5	247.6	3.76	19.6	1.80	19.8	258.4	3.86
Missing	0.4	0.12	0.0	240.7	20.91	3.1	0.51	0.0	218.6	12.33
Comparisons	Diff		SED	95%BCI		Diff		SED	95%BCI	
>5- Up to 1	-38.1		6.27	<b>-55.1    -21.1</b>		-38.8		6.94	<b>-57.6    -20.0</b>	
3 to 5-Up to 1	-21.2		8.82	-45.0    2.7		-21.8		8.18	-43.9    0.4	
2 to 3-Up to 1	-8.6		6.36	-25.8    8.6		-19.5		8.65	-42.9    3.9	
1 to 2-Up to 1	-4.7		4.62	-17.2    7.8		-2.7		7.24	-22.3    16.9	
None-Up to 1	-2.5		4.61	-14.9    10.0		5.7		6.03	-10.6    22.0	
Missing-Up to 1	-9.4		21.08	-66.4    47.6		-34.1		13.17	-69.7    1.6	

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.



**Table 11.A18: Time spent playing computer games on school days, and pupil achievement – girls, 1998 and 2004**

	1998					2004				
	%T	SE (%T)	%A	Mean	SE (Mean)	%T	SE (%T)	%A	Mean	SE (Mean)
More than 5 hours	0.3	0.15	0.3	207.4	16.04	3.6	1.23	0.2	218.5	9.44
3 to 5 hours	0.7	0.17	0.7	231.1	8.25	8.0	0.84	1.2	220.1	11.82
2 to 3 hours	1.4	0.29	1.4	232.2	7.91	18.2	1.63	4.9	234.2	9.14
1 to 2 hours	5.4	0.78	5.4	229.2	5.72	31.4	2.01	10.8	247.4	7.64
Up to 1 hour	32.5	1.70	32.7	250.8	2.53	30.7	2.38	38.4	253.9	3.93
None	59.0	1.90	59.4	259.4	2.96	5.7	0.78	44.5	260.3	2.13
Missing	0.7	0.28	0.0	207.4	16.04	2.5	0.56	0.0	243.8	6.41
Comparisons	Diff		SED	95% BCI		Diff		SED	95% BCI	
>5- Up to 1	-43.4		16.24	-87.3 0.6		-35.4		10.22	<b>-63.1 -7.8</b>	
3 to 5-Up to 1	-19.7		8.63	-43.0 3.6		-33.8		12.46	-67.5 0.0	
2 to 3-Up to 1	-18.6		8.30	-41.1 3.8		-19.7		9.95	-46.6 7.2	
1 to 2-Up to 1	-21.6		6.26	<b>-38.6 -4.7</b>		-6.5		8.60	-29.7 16.8	
None-Up to 1	8.6		3.89	-1.9 19.1		6.4		4.47	-5.7 18.5	
Missing-Up to 1	-10.2		21.06	-67.2 46.8		-10.1		7.52	-30.4 10.3	

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

**Table 11.A19: Family membership of a public library, and pupil achievement, 1998 and 2004**

	1998					2004				
	%T	SE (%T)	%A	Mean	SE (Mean)	%T	SE (%T)	%A	Mean	SE (Mean)
No	23.2	1.71	76.3	235.8	3.04	18.3	1.37	80.0	236.7	4.64
Yes	74.5	1.71	23.7	255.4	1.78	73.1	1.40	20.0	257.3	2.17
Missing	2.3	0.33	0.0	218.8	6.73	8.7	0.80	0.0	231.1	4.31
Comparisons	Diff		SED	95% BCI		Diff		SED	95% BCI	
No-Yes	-19.6		3.53	<b>-27.6 -11.5</b>		-20.6		5.12	<b>-32.3 -8.9</b>	
Missing-Yes	-36.6		6.97	<b>-52.5 -20.7</b>		-26.2		4.83	<b>-37.2 -15.1</b>	

Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.



## Sample Test Items

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This appendix presents some NAER sample passages and test items. These passages were included in the NAER pilot study but were not selected for the final versions of the test. The sample passages presented represent each type of text contained with the study (narrative, expository and documents), and a mixture of reading processes (retrieve, inference, interpret and evaluate). The percentage of pupils who answered each item correctly, and an indication of the level of item difficulty are also presented for each example question. However, the percent correct is unweighted and based on the sample for the NAER pilot study. Therefore, it is not necessarily representative of the population of all First and Fifth class pupils, and should only be used as a general indication of item difficulty. The following passages and questions are not presented in their original format. In the original test booklets, all passages and questions were presented in a format and font size that was suitable to the corresponding class level and where possible, text was accompanied by pictures.

## Sample Tasks for First Class

### *Example of Document Text*

<b>MAKING FOOD</b>
<b><i>CONTENTS</i></b>
<b>Chapter 1</b> Making a sandwich
<b>Chapter 2</b> Baking a pie
<b>Chapter 3</b> Cooking vegetables
<b>Chapter 4</b> Cooking meat
<b>Chapter 5</b> Frying fish

*Note: An asterisk (\*) denotes the correct answer.*

1. Chapter 5 tells you how to...
  - a. make a sandwich
  - b. bake a pie
  - c. cook vegetables.
  - \* d. fry fish.

Process	Difficulty	% correct
Retrieve	Medium	75%

2. Which chapter would help you learn about cooking chicken?
  - a. Chapter 1
  - b. Chapter 2
  - \* c. Chapter 4
  - d. Chapter 5

Process	Difficulty	% correct
Infer	Medium	70%

3. Where would you use this book?

- \* a. in the kitchen
- b. in the garden
- c. in the garage
- d. in the bedroom

Process	Difficulty	% correct
Interpret	Medium	70%

### ***Example of Expository Text***

Amy's mum took her to the zoo for her birthday. She saw lots of animals, but Amy's favourite was the monkey. Monkeys have feet like hands. That is why they are so good at climbing trees. Some use their tails to swing from branch to branch. Woolly monkeys are Amy's favourite kind of monkey. Woolly monkeys have thick, soft fur. Their fur can be brown, grey, or black. Woolly monkeys eat mostly fruit. Sometimes they eat leaves, seeds, flowers and eggs too. Woolly monkeys spend most of their time sleeping, but they are playful when awake. They say hello by "kissing."

*Note: An asterisk (\*) denotes the correct answer.*

1. Woolly monkeys like to eat...

- a. carrots.
- \* b. fruit.
- c. meat.
- d. beans.

Process	Difficulty	% correct
Retrieve	Medium	78%

2. What does a woolly monkey's fur feel like?

- \* a. a soft blanket
- b. a prickly carpet
- c. a thorny bush
- d. a scratchy jumper

Process	Difficulty	% correct
Infer	Medium	72%

3. This story is all about...

- a. the zoo.
- b. Amy.
- c. birthdays.
- \* d. monkeys.

Process	Difficulty	% correct
Interpret	High	59%

### ***First Class: Narrative Text***

Granny phoned to say that she was coming over. ‘Let’s tidy up’ said Mum, ‘Granny will be here soon!’ Kim put away the bricks. Joe picked up the toy trucks. Mum found some chocolate biscuits and she put the kettle on. Just then they heard the doorbell – ‘DING DONG’!

*Note: An asterisk (\*) denotes the correct answer.*

1. Mum asked everyone to...

- \* a. tidy up.
- b. ring granny.
- c. eat biscuits.
- d. put the kettle on.

Process	Difficulty	% correct
Retrieve	Low	84%

2. Who do you think rang the doorbell?

- a. Mum
- b. Kim
- c. Joe
- \* d. Granny

Process	Difficulty	% correct
Infer	Low	87%

3. What is the best name for the story?

- a. Granny Takes a Walk
- b. Play Day
- \* c. Granny Comes to Visit
- d. The Doorbell

Process	Difficulty	% correct
Interpret	Low	83%





**TABLE:** *Performance of Sparkle compared with two other leading washing powders:*

Washing powder	Quantity required per wash	Kind to the environment	Cost of package	Approximate number of washes from package	Skin Care Rating
<b>Sparkle! 750ml pack</b>	50 mls	8/10	€3.99	15.0	7/10
<b>Everclean 1 litre pack</b>	80 mls	6/10	€4.29	12.5	6/10
<b>Asnu 575ml pack</b>	50 mls	7/10	€2.75	11.5	8/10

**2. Look at the Table.**

**Which washing powder would be best for some one with sensitive skin?**

\* Answer: Asnu

Process	Difficulty	% correct
Interpret	Low	83%

## **Example of Expository Text**

Great new deals from **EVOLVE** car showrooms

**Dublin — Belfast — Kilkenny — Galway — Cork — Drogheda —  
Tralee**

### **Our new Spring range now includes:**

- ***Evolve Caprice.*** This nippy little two-seater is available in white, red, blue, silver and black. Although compact, it has ample boot size. And for €12 000, at 14 kilometres per litre and a 1.1 litre engine which uses unleaded petrol, you really can't go wrong. Power steering for easy handling. Five-year or 80,000 kilometre warranty. CD stereo system extra.
- ***Evolve Lida.*** This diesel-driven 1.8 litre beauty does 20 kilometres per litre and costs only €13 000. It will comfortably seat four and has an ample boot space. Power steering not available.
- ***Evolve Space Mobile.*** The space mobile was built with your comfort in mind. For €15 000, it seats six. Its 2.4 litre engine does 15 kilometres to the litre and uses unleaded petrol. Power steering for even the most difficult driving conditions. Available in blue, silver, gold and black. Five-year or 70,000 kilometre warranty.
- ***Evolve Turbo X.*** This powerful little car is available in white, red, silver and black. With a 2.4 litre engine, power steering and sunroof, you have guaranteed driving pleasure. The Turbo X does an amazing 20 km to the litre (unleaded petrol), and seats four people. The cost? Only €18 500. CD stereo system extra

*Note: An asterisk (\*) denotes the correct answer*

**1. Which car does NOT have power steering?**

- a. Caprice
- b. Space Mobile
- \* c. Lida
- d. Turbo X

Process	Difficulty	% correct
Retrieve	Medium	77%

**2. If you were a salesperson for Evolve, which car would you advise each of these customers to buy?**

**Circle ONE answer for EACH customer in the table.**

*Note: Correct answer is circled.*

Customer	Cars			
A doctor who makes lots of emergency trips to sick people's houses. She wants a two-seater car.	Caprice	Lida	Space Mobile	Turbo X
An 24-year old man who wants a sunroof in his car and a CD stereo.	Caprice	Lida	Space Mobile	Turbo X

	Process	Difficulty	% correct
i	Interpret	Medium	71%
ii	Interpret	Low	81%

## **Example of Narrative Text**

### **I Am David**

*David is hiding from the prison camp guards. He has a dog as a friend and companion and is hoping his newfound freedom might last as he attempts to find safety. But his hopes are beginning to fade...*

David ought to have known something was wrong as soon as he had got back to the road; the three people he had met on the way should have aroused his suspicions. People always looked like that where *they* were – like prisoners in a concentration camp; weary, grey-faced, apprehensive, dejected and sorrowful, as though they had forgotten life could be good, as if they no longer thought about anything.

The dog looked at him questioningly and began quietly whimpering. David placed his hands over its muzzle and it stopped, but it continued to look at him. The bush was too thin, its new green leaves too small.

David quite forgot how beautiful he had thought spring was, only that morning, with its small, new, bright-green leaves. His one thought now was that you could look through the bush and see him lying on the ground – and he was David, a boy who had fled from *them*.

In their barracks they would have a list of everybody who was under suspicion and should be arrested on sight. The guards always had a list like that. On that list would be found: 'David. A thin boy with brown hair, escaped from concentration camp.' And under the heading 'Recognition Marks' would be: 'It is obvious from the appearance of his eyes that he is not an ordinary boy but only a prisoner'.

If the men had not been talking so loudly, they would have heard him already. They were much too close to him, and he would never be able to get away. Even if he waited until it was dark, they would hear him as soon as he moved.

His fight would end where it began – at the point of a rifle.

For he would not stop when they shouted to him. If he stopped they would not shoot, but they would interrogate him instead and send him back to the camp. And there, strong and healthy as he was, he would be a terribly long time dying.

No, when they called to him, he would run, and then the shot would be fired which had been waiting for him ever since that night when he had walked calmly towards the tree on the way to the mine outside the camp. But this time he would not be able to walk calmly from them. He now knew how wonderful life could be, and his desire to live would spur him on. He would run – he knew it. And it would be a victory for *them*.

David remembered all the pain and bitterness he had ever known – and how much he could remember in such a short time! He recalled, too, all the good things he had learned about since he had gained his freedom – beauty and laughter, music and kind people, Maria, and a tree smothered in pink blossom, a dog to walk by his side, and a place to aim for...

This would be the end. He pressed his face into the dog's long coat so that no one should hear him, and wept. He wept quite quietly, but the dog grew uneasy and wanted to whimper again.

David stopped crying. 'God,' he whispered, 'God of the green pastures and still waters, I've one promise of help left, but it's too late now. You can't do anything

about this. I don't mean to be rude, because I know you're very strong and you could make those men down there want to walk away for a bit. But they won't. They don't know you, you see, and they're not afraid of you. But they are afraid of the commandant because he'll have them shot if they leave their posts. So you can see there's nothing you can do now. But please don't think I'm blaming you. It was my own fault for not seeing the danger in time. I shall run...Perhaps you'll see they aim straight so it doesn't hurt before I die. I'm so frightened of things that hurt. No, I forgot. I've only one promise of help left, and it's important you should help the dog get away and find some good people to live with. Perhaps *they'll* shoot straight anyway, but if they don't it can't be helped: you must save the dog because it once tried to protect me. Thank you for having been my God: I'm glad I chose you. And now I must run, for if I leave it any longer I shan't have the courage to die. I am David. Amen.'

The dog kept nudging him. It wanted to go back the way they had come, away from the spot where it sensed danger lurking.

'No,' David whispered, 'we can't go back – it's too late. You must keep still, King; and when they've hit me, perhaps you can get away by yourself.'

The dog licked his cheek eagerly, impatiently nudging him again and moving restlessly as if it wanted to get up. It nudged him once more – and then jumped up before David could stop it.

In one swift second David understood what the dog wanted. It did not run back the way they had come. It was a sheepdog and it had sensed danger... It was going to take David's place!

Barking loudly it sprang towards the men.

'Run!' something inside him told David. 'Run... run!' That was what the dog wanted him to do.

So he ran. He hesitated a moment and then ran more quickly than he had even run in all his life. As he ran, he heard the men shouting and running too, but in a different direction...One of them yelled with pain – then came the sound of a shot and a strange, loud bark from the dog.

David knew the dog was dead.

*Note: An asterisk (\*) denotes the correct answer.*

### 1. In which direction did the dog run?

- a. Towards the bush
- b. Towards the prison camp
- c. Towards David
- \* d. Towards the guards

Process	Difficulty	% correct
Retrieve	Medium	73 %

**2. Why did David place his hand over the dog's muzzle (line 8)?**

- a. To make the dog look at him
- \* b. To stop the dog making noise
- c. So that the guards would not see the dog
- d. To show the dog that he liked him

Process	Difficulty	% correct
Infer	Low	84%

**3. Why did the guards not notice David running away?**

\*Answer: because the dog distracted them.

Process	Difficulty	% correct
Infer	High	57%

**4. Which one of the following does NOT describe David in the story?**

- a. Longs for freedom
- b. A loyal friend
- \* c. Fears nothing
- d. Strong and healthy

Process	Difficulty	% correct
Interpret	High	48%

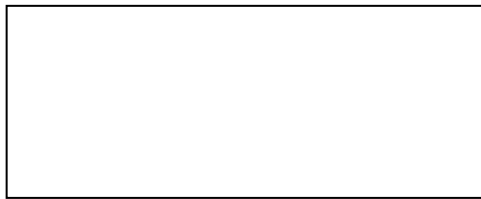
**5. In the story, what was the MAIN thing that David asked of God?**

- a. To make sure that the guards aimed straight
- b. To help him run faster than he had ever run before
- c. To make the guards walk away for a bit
- \* d. To make sure that the dog escaped

Process	Difficulty	% correct
Evaluate	High	58%

# **Educational Research Centre**

**St Patrick's College, Dublin 9**



## **National Assessments of English Reading and Mathematics 2004**

*School Questionnaire*

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The Educational Research Centre has been commissioned by the Department of Education and Science to conduct studies of English reading and mathematics among children in Primary school. As part of this work, principals are invited to complete a questionnaire concerning themselves and their schools. Your co-operation completing this questionnaire would be greatly appreciated.

On completion, this questionnaire should be sealed in the envelope provided and given to the Inspector from the Department of Education and Science when s/he visits your school to oversee administration of the assessment to pupils. The envelope will be sent unopened to the Educational Research Centre where analysis of returns will be carried out. All questionnaire responses will be treated in total confidence. Names of schools and other identification information will be deleted before analysis, in line with the Centre's policy on the management of databases in national assessments. Moreover, it will not be possible to identify any school, teacher or pupil in any report/publication that may follow.

***Please tick one box in reply to each question  
or follow later directions if they state otherwise.***

***Where a response such as a percentage or number is called for, an estimate is  
sufficient for the purposes of this survey.***

***Additional comments may be written in the spaces provided on pages 16 and 17.***

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### **General Information**

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#### **1. What is the type of community served by your school?**

- a) The city or suburbs of Dublin, Cork, Galway, Limerick or Waterford ..... ☐<sub>1</sub>
- b) A large town or city – **apart** from those specified above (population greater than 10,000) ..... ☐<sub>2</sub>
- c) A town (population between 1,500 and 10,000) ..... ☐<sub>3</sub>
- d) A village or rural community (population less than 1,500) ..... ☐<sub>4</sub>

#### **2. Please write the number of children in your school who are members of the Travelling community.**

*(If none, please write '0' (zero).)*

\_\_\_\_\_

#### **3.a) About what percentage of pupils in your school have a first language ('mother tongue') that is not English or Gaeilge?**

*(Please tick one box only.)*

- 1) 40% or more ..... ☐<sub>1</sub>
- 2) 20% or more but less than 40% ..... ☐<sub>2</sub>
- 3) 10% or more but less than 20% ..... ☐<sub>3</sub>
- 4) 5% or more but less than 10% ..... ☐<sub>4</sub>
- 5) Less than 5% ..... ☐<sub>5</sub>

#### **b) What is the main language of instruction in you school?**

English ☐<sub>1</sub>      Gaeilge (Irish) ☐<sub>2</sub>

**4.a) Does your school have an active policy for the inclusion of pupils with first languages other than English or Gaeilge?**

Yes ☐<sub>1</sub>      No ☐<sub>2</sub>

**b) IF YES, please describe the main aspects of this policy below.**

**5.a) Does your school provide extra tuition in the language of instruction to pupils whose first language is not English or Gaeilge?**

Yes ☐<sub>1</sub>      No ☐<sub>2</sub>

**b) IF YES, who provides the extra tuition?**

*(Please tick all that apply.)*

- 1) Class teacher(s)..... ☐<sub>1</sub>
- 2) Learning-Support teacher(s)..... ☐<sub>1</sub>
- 3) Language-Support teacher(s)..... ☐<sub>1</sub>
- 4) Adult volunteer(s)..... ☐<sub>1</sub>
- 5) Other..... ☐<sub>1</sub>

*If 'Other' please specify:* \_\_\_\_\_

**6.a) Does your school have a policy on when formal instruction in English reading (e.g., using structured reading schemes) should begin?**

Yes ☐<sub>1</sub>      No ☐<sub>2</sub>      N/A (e.g., Senior School) ☐<sub>3</sub>

**b) IF YES, which of the following best describes this policy?**

*(Please tick one box only.)*

- 1) All pupils begin formal instruction in English reading around the same time, in Junior Infants ..... ☐<sub>1</sub>
- 2) All pupils begin formal instruction in English reading around the same time, in Senior Infants ..... ☐<sub>2</sub>
- 3) Class teachers decide when it is appropriate to begin formal instruction in English reading on an individual pupil basis ..... ☐<sub>3</sub>
- 4) Other ..... ☐<sub>4</sub>

*If 'Other' please specify:* \_\_\_\_\_

**c) Does formal instruction in English reading begin before formal instruction in reading as Gaeilge (in Irish)?**

Yes ☐<sub>1</sub>      No ☐<sub>2</sub>

**7. Please write the total number of male and female pupils currently on roll in ordinary classes in your school at all class levels.**

*(If none, please write '0' (zero).)*

	<i>Junior Infants</i>	<i>Senior Infants</i>	<i>1<sup>st</sup></i>	<i>2<sup>nd</sup></i>	<i>3<sup>rd</sup></i>	<i>4<sup>th</sup></i>	<i>5<sup>th</sup></i>	<i>6<sup>th</sup></i>
<i>Males</i>								
<i>Females</i>								

**8. Please write the average percentage attendance rate of the entire school for the quarter 1<sup>st</sup> January up to 31<sup>st</sup> March, 2004.**

*(An estimate is sufficient.)*

\_\_\_\_\_ %

**9. Please write the percentages of pupils in 1<sup>st</sup> Class, 4<sup>th</sup> Class, 5<sup>th</sup> Class, and the whole school who are included in the 'School Books for Needy Pupils' scheme (according to current Department of Education and Science guidelines):**

- a) % pupils in 1<sup>st</sup> Class in 'School Books for Needy Pupils' scheme: \_\_\_\_\_ %
- b) % pupils in 4<sup>th</sup> Class in 'School Books for Needy Pupils' scheme: \_\_\_\_\_ %
- c) % pupils in 5<sup>th</sup> Class in 'School Books for Needy Pupils' scheme: \_\_\_\_\_ %
- d) % pupils in whole school in 'School Books for Needy Pupils' scheme: \_\_\_\_\_ %

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**Staff in your School**

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**10.a) For the current school year, what is the total number of female and male teachers in full-time teaching posts (including the principal) in your school?**

**b) Of these, how many are fully qualified Primary teachers, recognised by the Department of Education and Science?**

*(Note: Please include teachers who are fully recognised, have restricted recognition, have provisional recognition, and/or are on probation.)*

<i>Female</i>	<i>Male</i>

**11. Currently, how many officially sanctioned (a) Learning-Support (LS) posts, and (b) Resource Teaching (RT) posts are there for your school?**  
*(Please include the proportion of posts for shared positions; e.g., 1 LS teacher shared evenly between 2 schools: 0.5 posts. Also include RT posts for Travellers and special needs pupils, but not language support or special class posts.)*

\_\_\_\_\_ LS posts      \_\_\_\_\_ RT posts

12. As principal of your school, do you have full-time teaching responsibilities in the current school year?

Yes ☐<sub>1</sub> No ☐<sub>2</sub>

13. Since last September, about how many hours have been spent at formal staff meetings?

\_\_\_\_\_ hours

14. Since last September, on average across staff meetings (other than curriculum planning days), what percentage of time was spent discussing...

- a) ...the teaching of English? \_\_\_\_\_ %
- b) ...the assessment of English? \_\_\_\_\_ %
- c) ...the teaching of mathematics? \_\_\_\_\_ %
- d) ...the assessment of mathematics? \_\_\_\_\_ %
- e) ...all other topics? \_\_\_\_\_ %
- =100%

### Provision of Learning-Support and Resource Teaching - ENGLISH

15. a) In your school, what is the total number of male and female pupils in ordinary classes currently in receipt of Learning-Support teaching for English from a sanctioned Learning-Support Teacher?  
(If none, please write '0' (zero).)

\_\_\_\_\_ Male pupils in total \_\_\_\_\_ Female pupils in total

b) **Of those pupils in Q15a**, how many pupils with a formally diagnosed **specific** learning disability (SLD) (i.e., dyslexia) are currently in receipt of Learning-Support teaching for English?

(Please write the number of pupils in each class grouping receiving Learning-Support. If none, please write '0' (zero).)

	<i>Junior and Senior Infants</i>	<i>First and Second Class</i>	<i>Third and Fourth Class</i>	<i>Fifth and Sixth Class</i>
<i>No. pupils in LS for SLD:</i>				

c) **Of those pupils in Q15a**, how many pupils with a formally diagnosed **mild or moderate** general learning disability (GLD) are currently in receipt of Learning-Support teaching for English?

(Please write the number of pupils in each class grouping receiving Learning-Support. If none, please write '0' (zero).)

	<i>Junior and Senior Infants</i>	<i>First and Second Class</i>	<i>Third and Fourth Class</i>	<i>Fifth and Sixth Class</i>
<i>No. pupils in LS for GLD:</i>				

- 16. a) In your school, what is the total number of male and female pupils in ordinary classes currently in receipt of Resource Teaching for English from a sanctioned Resource Teacher?**

*(Please write the total number of pupils. If none, please write '0' (zero).)*

\_\_\_\_\_ Male pupils in total \_\_\_\_\_ Female pupils in total

- b) Of those pupils in Q16a, how many pupils with a formally diagnosed specific learning disability (dyslexia) are currently in receipt of Resource Teaching for English?**

*(Please write the number of pupils in each class grouping receiving Resource Teaching. If none, please write '0' (zero).)*

	<i>Junior and Senior Infants</i>	<i>First and Second Class</i>	<i>Third and Fourth Class</i>	<i>Fifth and Sixth Class</i>
<i>No. pupils in RT for SLD:</i>				

### **Provision of Learning-Support and Resource Teaching - MATHEMATICS**

- 17. In your school, what is the total number of pupils in ordinary classes currently in receipt of Learning-Support teaching in mathematics from a sanctioned Learning-Support Teacher?**

*(Please write the number of pupils in each class grouping receiving Learning Support in mathematics. If none, please write '0' (zero).)*

	<i>Junior and Senior Infants</i>	<i>First and Second Class</i>	<i>Third and Fourth Class</i>	<i>Fifth and Sixth Class</i>
<i>No. of male pupils in LS for mathematics:</i>				
<i>No of female pupils in LS for mathematics</i>				

- 18. a) In your opinion, what is the percentage of pupils in your school are in need of Learning-Support teaching in mathematics (whether it is offered or not)?**

*(An estimate is sufficient.)*

\_\_\_\_\_ %

- b) What is the percentage of pupils in your school are...**

*(An estimate is sufficient.)*

- 1) ...currently receiving Resource Teaching in which support in mathematics is provided? \_\_\_\_\_ %
- 2) ...in need of Resource Teaching because of a diagnosed learning disability in mathematics? \_\_\_\_\_ %

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**School Resources - ENGLISH**

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**19. Which of the following do you have in your school?**

*(Please tick all that apply.)*

- a) A room used *exclusively* as a central school library ..... ☐<sub>1</sub>
- b) A room used as a school library which is also used for other purposes (e.g., *class/Resource/Learning-Support teaching*)? ..... ☐<sub>1</sub>
- c) A classroom library in *some* classrooms ..... ☐<sub>1</sub>
- d) A classroom library in *every* classroom ..... ☐<sub>1</sub>

**20. Approximately how many books, in total, are contained in the libraries in your school** *(that is, school and/or class libraries combined)?*

\_\_\_\_\_ books

**21. Approximately how many new titles were added to these libraries since September last?**

\_\_\_\_\_ titles

**22. Is there a teacher in this school whose post of responsibility includes library duties?**

Yes ☐<sub>1</sub>

No ☐<sub>2</sub>

**23. How many computers are available for use in learning English reading/writing by your pupils in:**

a) ...a central room (e.g., *a computer room*)? \_\_\_\_\_ computers

b) ...classrooms / resource rooms?  
*(Enter total for **all** class / resource rooms.)* \_\_\_\_\_ computers

**24. About how often, on average, are computers used for instruction in English reading/writing?**

	<i>Every day or almost every day</i>	<i>Once or twice a week</i>	<i>Once or twice a month</i>	<i>Never or hardly ever</i>
a) Junior Infants and Senior Infants .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) 1 <sup>st</sup> and 2 <sup>nd</sup> class. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) 3 <sup>rd</sup> and 4 <sup>th</sup> Class .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
d) 5 <sup>th</sup> and 6 <sup>th</sup> Class.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

**25. Do you and your teachers experience any of the following problems in providing for the teaching and learning of English in your school?**

	<i>Not a problem</i>	<i>A problem</i>	<i>A serious problem</i>
a) Shortage of library books .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
b) Shortage of workbooks / worksheets.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
c) Availability of resource material for teachers (e.g., charts, word walls) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
d) Availability of computer software for teaching reading and writing.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
e) Shortage of Learning-Support teaching time for English .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
f) Pupil absenteeism .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
g) Time available to teach English .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
h) Pupils' lack of interest .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
i) Lack of support from parents .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
j) Low parental literacy levels .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
k) Inadequate pre-service teacher training.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
l) Inadequate teacher in-career development .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
m) Shortage of qualified teachers .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
n) Resistance to change by teachers .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
o) High teacher turnover .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
p) Inadequate psychological services .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
q) Large classes.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
r) Multigrade class arrangements .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
s) Shortage of substitute teachers .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
t) Lack of trained library support staff.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
u) Lack of coherence between programmes provided by Learning-Support/Resource teachers and ordinary class teachers .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
v) Difficulty in implementing the 1999 Primary School English Curriculum .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
w) Adequate classroom accommodation .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
x) Other .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>

*If 'Other' please specify:* \_\_\_\_\_

**26. Of the obstacles in Question 25, which three do you consider to be most serious?**

*(Please write the **letters** of the relevant problems in the spaces below. If you wish to elaborate please do so in the space at the top of page 16.)*

- 1) The most serious problem is: \_\_\_\_\_
- 2) The second most serious problem is: \_\_\_\_\_
- 3) The third most serious problem is: \_\_\_\_\_

## School Resources - MATHEMATICS

**27. Do you and your teachers experience any of the following problems in providing for the teaching and learning of mathematics in your school?**

	<i>Not a problem</i>	<i>A problem</i>	<i>A serious problem</i>
a) Shortage of calculators .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
b) Shortage of computers .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
c) Availability of computer software for teaching mathematics.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
d) Availability of mathematical equipment and materials (other than calculators, computers, or computer software).....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
e) Shortage of Learning-Support teaching time for mathematics .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
f) Pupil absenteeism .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
g) Time available to teach mathematics .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
h) Pupils' lack of interest .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
i) Lack of support from parents .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
j) High teacher turnover .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
k) Inadequate pre-service teacher training.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
l) Inadequate teacher in-career development .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
m) Shortage of qualified teachers .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
n) Large classes.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
o) Multigrade class arrangements .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
p) Shortage of substitute teachers .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
q) Lack of coherence between programmes provided by Learning-Support/Resource teachers and ordinary class teachers .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
r) Difficulty in implementing the <i>1999 Primary School Mathematics Curriculum</i> .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
s) Adequate classroom accommodation .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
t) Availability of appropriate textbooks.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
u) Other .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>

*If 'Other' please specify:* \_\_\_\_\_

**28. Of the obstacles in Question 27, which three do you consider to be most serious?** *(Please write the **letters** of the relevant problems in the spaces below. If you wish to elaborate please do so in the space on page 17.)*

- 1) The most serious problem is: \_\_\_\_\_
- 2) The second most serious problem is: \_\_\_\_\_
- 3) The third most serious problem is: \_\_\_\_\_



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### Home-School Links

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**29.a) Does your school have the services of a home-school-community liaison (HSCL) coordinator?**

Yes ☐<sub>1</sub>      No ☐<sub>2</sub>

**b) If your school has an HSCL coordinator, in what way(s) are they involved in promoting reading and writing in ENGLISH?**

**c) If your school has an HSCL coordinator, in what way(s) are they involved in promoting MATHEMATICS?**

**30.a) Has your school implemented a programme that supports parents in helping their children with ENGLISH reading at home?**

Yes ☐<sub>1</sub>      No ☐<sub>2</sub>

**b) IF YES, which programme(s) do you use?**

*(Please tick all that apply.)*

- 1) Promotion of informal paired/shared reading activities ..... ☐<sub>1</sub>
- 2) Implementation of formal paired/shared reading schemes such as CAPER (Children And Parents Enjoy Reading) ..... ☐<sub>1</sub>
- 3) Literacy classes for parents ..... ☐<sub>1</sub>
- 4) Other ..... ☐<sub>1</sub>

*If 'Other' please specify:* \_\_\_\_\_

**31.a) Has your school implemented a programme that supports parents in helping their children with MATHEMATICS at home?**

Yes ☐<sub>1</sub>      No ☐<sub>2</sub>

**b) IF YES, which type of programme(s) do you use?**

*(Please tick all that apply.)*

- 1) A class for parents on methods taught in the school ..... ☐<sub>1</sub>
- 2) A presentation on the mathematics curriculum and materials for parents .. ☐<sub>1</sub>
- 3) A basic mathematics skills programme for parents ..... ☐<sub>1</sub>
- 4) Promotion of paired/shared mathematics ..... ☐<sub>1</sub>
- 5) Other ..... ☐<sub>1</sub>

*If 'Other' please specify:* \_\_\_\_\_

**32.a) Does your school have a Parents' Association?**

Yes ☐<sub>1</sub> No ☐<sub>2</sub>

**b) If yes, do teachers attend meetings of this Association in their capacity as teachers?**

Yes ☐<sub>1</sub> No ☐<sub>2</sub>

**c) Which of the following activities, if any, have been organised by a) the Parents' Association (PA), or b) school staff, to promote pupils' learning?**

*(Please tick all that apply.)*

	a) PA	b) Staff
1) Book fairs .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
2) Fundraising for literacy materials for the school .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
3) Fundraising for mathematical equipment for the school .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
4) Visits to schools by authors .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
5) Other activities related to literacy .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
6) Other activities related to mathematics .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>

*If 'Other' please specify:* \_\_\_\_\_

**33. In this school, since last September, about what proportion of parents have attended Parent-Teacher meetings?**

*(Tick under "No meetings held" if applicable.)*

*No meetings held*

\_\_\_\_\_ % attendance

☐<sub>1</sub>

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**School Planning - ENGLISH**

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**34.a) Do you find the FOUR STRANDS of the 1999 Primary School English Curriculum useful as a framework for planning teaching and assessment of English in your school?**

*(i.e., Receptiveness to language, competence and confidence in using language, developing cognitive abilities through language, emotional and imaginative development through language.)* .....

Yes No

☐<sub>1</sub> ☐<sub>2</sub>

**b) Do you find the STRAND UNITS of the 1999 Primary School English Curriculum useful as a framework for planning teaching and assessment of English in your school?**

*(i.e., oral language, reading, writing.)* .....

☐<sub>1</sub> ☐<sub>2</sub>

**35. Does your School Development Plan, whether complete or in progress, include written statements, based on the 1999 Primary School English Curriculum, on the following?**

Yes No

a) Teaching of English ..... ☐<sub>1</sub> ☐<sub>2</sub>

b) Assessment of English ..... ☐<sub>1</sub> ☐<sub>2</sub>

**36. Does your School Development Plan, whether complete or in progress, include statements in relation to each of the following areas of English?**

	<i>Yes</i>	<i>No</i>
a) Assessment of pupils' reading skills .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
b) Assessment of pupils' writing skills.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
c) Identification of pupils' reading difficulties .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
d) Identification of pupils' writing difficulties.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
e) Assessment of pupils' oral language skills.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
f) Provision of Learning Support in English .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
g) English homework practices ( <i>e.g., setting, marking, giving feedback</i> )	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
h) Communicating pupils' progress in English reading to parents .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
i) Parental involvement in pupils' reading/writing development .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
j) Use of information and communications technologies in the teaching of English .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
k) Selection of English textbooks .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
l) Library development.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
m) Library usage .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
n) Please make any further comments regarding your School Development Plan here.		

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**School Planning – MATHEMATICS**

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**37. Does your School Development Plan, whether complete or in progress, include written statements, based on the 1999 *Primary School Mathematics Curriculum*, on the following?**

	<i>Yes</i>	<i>No</i>
a) Teaching of mathematics.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
b) Assessment of mathematics.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>

**38. Does your School Development Plan, whether complete or in progress, include statements about mathematics in relation to each of the following?**

	Yes	No
a) Organisation of teaching (whole class/group/individual).....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
b) Methodology for teaching computation across classes (e.g., subtraction, multiplication).....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
c) Strategies for teaching problem-solving.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
d) Engagement of pupils in mathematical activities .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
e) Procurement of equipment and materials .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
f) Inventory of equipment and materials .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
g) Tracking system for locating equipment .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
h) Distribution of materials across classes.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
i) Replacement of defective equipment .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
j) Assessment of pupils' mathematical achievement .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
k) Maintaining records on pupils' achievement in mathematics .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
l) Communicating pupils' progress in mathematics to parents.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
m) Provision for pupils with learning difficulties in mathematics.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
n) Provision of enrichment activities for advanced pupils in mathematics .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
o) Common terminology for teaching mathematics across classes (e.g., subtract versus minus versus take away) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
p) Other.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>

If 'Other' please specify: \_\_\_\_\_

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**Assessment of ENGLISH**

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**39. Does your school have a policy of administering early-screening tests/standardised checklists (e.g., the BIAP or MIST) in the Infant classes?**

Yes ☐<sub>1</sub>      No ☐<sub>2</sub>      N/A ☐<sub>3</sub>

**40.a) On average, how often are standardised tests of English (e.g., DPRT or MICRA-T) administered to pupils in your school?**

Never ☐<sub>1</sub>      Once every two years ☐<sub>2</sub>      Once a year ☐<sub>3</sub>      Twice a year ☐<sub>4</sub>

**b) Please indicate the class levels at which such tests are administered at least once per year.**

(Please tick all that apply.)

Senior Infants ☐<sub>1</sub>      1<sup>st</sup> Class ☐<sub>1</sub>      2<sup>nd</sup> Class ☐<sub>1</sub>      3<sup>rd</sup> Class ☐<sub>1</sub>      4<sup>th</sup> Class ☐<sub>1</sub>      5<sup>th</sup> Class ☐<sub>1</sub>      6<sup>th</sup> Class ☐<sub>1</sub>

**40.c) If standardised tests of reading are not administered, please give reasons below.**

**41. In your school, are these standardised assessments of pupils used to help with any of the following at 1<sup>st</sup> and 5<sup>th</sup> Class level?**

*(Please tick all that apply.)*

	<i>1<sup>st</sup> Class</i>	<i>5<sup>th</sup> Class</i>
a) Not applicable – tests not used at this class level .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
b) To inform parents about their child's progress .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
c) To group students for instructional purposes .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
d) To identify pupils who have learning difficulties .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
e) To compare the school to national performance .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
f) To monitor the school's progress from year to year .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
g) To identify aspects of instruction or the curriculum that could be improved.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
h) To compare the school with other schools .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>

**42. Do any teachers in your school use English curriculum profiles to assess the reading/writing development of pupils?**

Yes ☐<sub>1</sub>      No ☐<sub>2</sub>

**43. What is your school policy regarding English reading texts?**

*(Please tick **one** box only.)*

- a) Reading is taught mainly using published Reading Scheme(s)..... ☐<sub>1</sub>
- b) Reading is taught mainly using children's literature (*i.e., children's novels are used as main texts*) ..... ☐<sub>2</sub>
- c) Reading is taught using a combination of Reading Schemes and children's literature..... ☐<sub>3</sub>
- d) The main texts used in teaching reading are at the discretion of individual class teachers ..... ☐<sub>4</sub>
- e) Other ..... ☐<sub>5</sub>

*If 'Other' please specify:* \_\_\_\_\_

44. Please make any additional comments relating to the teaching and assessment of English in your school below.

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### Assessment of MATHEMATICS

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- 45.a) On average, how often are standardised tests of mathematics (*e.g.*, *DPMT* or *SIGMA-T*) administered to pupils in your school?

<i>Never</i>	<i>Once every two years</i>	<i>Once a year</i>	<i>Twice a year</i>
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

- b) Please indicate the class levels at which such tests are administered at least once per year.  
(Please tick all that apply.)

<i>Senior Infants</i>	<i>1<sup>st</sup> Class</i>	<i>2<sup>nd</sup> Class</i>	<i>3<sup>rd</sup> Class</i>	<i>4<sup>th</sup> Class</i>	<i>5<sup>th</sup> Class</i>	<i>6<sup>th</sup> Class</i>
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>

- c) If standardised tests are not administered to 4<sup>th</sup> Class, please give reasons below.

46. How often are progress tests (such as the mastery tests accompanying some mathematics schemes) administered to some or all classes in your school?

<i>Never</i>	<i>Once a year</i>	<i>Twice a year</i>	<i>More Often</i>
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

**47. How much do you agree with the following statements about the 1999 Primary School Mathematics Curriculum as it relates to your school?**

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
a) Teachers are receptive towards the curriculum.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) The curriculum has been implemented successfully .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) The curriculum has improved pupils' mathematical achievement	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
d) Use of calculators is an important component of the curriculum.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
e) Use of calculators in 4 <sup>th</sup> to 6 <sup>th</sup> class has led to improvements in mathematical problem-solving .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
f) The curriculum has increased the development of pupils' problem-solving skills.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
g) The curriculum has increased pupil motivation to learn mathematics.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
h) The curriculum has resulted in pupils engaging in more frequent practical activities in mathematics	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

**48. Please make any additional comments relating to the teaching and assessment of mathematics in your school below.**

***Thank you for your co-operation and assistance.***

Please put the questionnaire in its envelope and seal it. It will be collected from you in the near future and delivered to the Educational Research Centre.



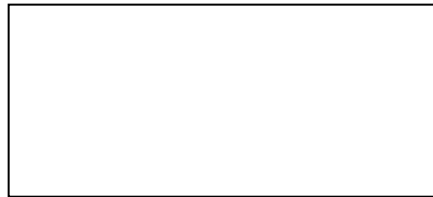






# **Educational Research Centre**

**St Patrick's College, Dublin 9**



## **National Assessments of English Reading and Mathematics 2004**

*Questionnaire for  
Learning-Support Teachers*

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The Educational Research Centre has been commissioned by the Department of Education and Science to conduct studies of English reading and mathematics among children in Primary school. As part of this work, Learning-Support teachers are invited to complete a questionnaire concerning themselves, the classes they are involved with, and their approaches to the teaching of reading, writing and, where relevant, mathematics. If this school is not your base school, it may be useful to liaise with the principal when responding to some questions (e.g., Q35). Your co-operation in completing this questionnaire would be greatly appreciated.

On completion, this questionnaire should be sealed in the envelope provided and given to the test administrator (an Inspector from the Department of Education and Science) when s/he visits your school to oversee administration of tests to pupils. The envelope will be sent unopened to the Educational Research Centre where analysis of returns will be carried out. All questionnaire responses will be treated in total confidence. Names of schools and other identification information will be deleted *before* analysis, in line with the Centre's policy on database management in national assessments.

***Please tick one box in reply to each question  
or follow later directions if they state otherwise.***

***Where a response such as a percentage or number is called for, an estimate is  
sufficient for the purposes of this survey.***

***Additional comments may be written in the spaces provided on pages 12 and 19.***

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### General Information

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**1. Are you:**

Male ☐<sub>1</sub>      Female ☐<sub>2</sub>

**2. Do you hold a teaching post that has been sanctioned as a  
Learning-Support post by the Department of Education and  
Science?**

Yes ☐<sub>1</sub>      No ☐<sub>2</sub>

**3. In how many schools do you provide Learning-Support teaching?**

\_\_\_\_\_ schools

**4.a) Is the school to which this questionnaire was sent your base  
school?**

Yes ☐<sub>1</sub>      No ☐<sub>2</sub>

**b) What is the main language of instruction...**

1) ...in this school?      English ☐<sub>1</sub>      Gaeilge (Irish) ☐<sub>2</sub>

2) ...in your base school (if a different school)?      English ☐<sub>1</sub>      Gaeilge (Irish) ☐<sub>2</sub>

**5. How many years' teaching experience do you have?**

*(Include class teaching as well as Learning-Support teaching but exclude secondment, paid/unpaid leave, etc.)*

\_\_\_\_\_ years

**6. For how many years have you worked as a Learning-Support Teacher?** *(Exclude secondment, paid/unpaid leave, etc.)*

\_\_\_\_\_ years

**7. Have you completed, or are you currently completing, a one year, part-time in-service course in Learning Support?**

*(Please answer with reference to the one-year part-time course recognised by the Department of Education and Science, or equivalent course.)*

a) No ..... ☐ <sub>1</sub>

b) Yes, have completed..... ☐ <sub>2</sub>

c) Yes, am currently completing ..... ☐ <sub>3</sub>

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**Your Work**

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**8. How many different pupils do you provide Learning-Support teaching to...**

*(Count each pupil **once** only.)*

a) ...in this school? \_\_\_\_\_

b) ...in other schools? \_\_\_\_\_

**9. For this school, please write the numbers of pupils to whom you provide Learning Support for English, mathematics, Gaeilge (Irish) or other subject(s) in the grid below.**

*(A pupil may be represented more than once, i.e., for each subject for which support is provided.)*

	<i>Junior Infants</i>	<i>Senior Infants</i>	<i>1<sup>st</sup> Class</i>	<i>2<sup>nd</sup> Class</i>	<i>3<sup>rd</sup> Class</i>	<i>4<sup>th</sup> Class</i>	<i>5<sup>th</sup> Class</i>	<i>6<sup>th</sup> Class</i>
<i>English</i>								
<i>Maths</i>								
<i>Gaeilge (Irish)</i>								
<i>Other Subjects</i>								

*If 'Other(s)' please specify:* \_\_\_\_\_

**10. If you are a shared Learning-Support Teacher:**

**For all schools except this school, please write the numbers of pupils to whom you provide Learning Support for English, mathematics, Gaelge (Irish), or other subject(s) in the grid below.**

*(A pupil may be represented more than once, i.e., for each subject for which support is provided.)*

	<i>Junior Infants</i>	<i>Senior Infants</i>	<i>1<sup>st</sup> Class</i>	<i>2<sup>nd</sup> Class</i>	<i>3<sup>rd</sup> Class</i>	<i>4<sup>th</sup> Class</i>	<i>5<sup>th</sup> Class</i>	<i>6<sup>th</sup> Class</i>
<i>English</i>								
<i>Maths</i>								
<i>Gaeilge (Irish)</i>								
<i>Other Subjects</i>								

If 'Other(s)' please specify: \_\_\_\_\_

**11. What percentage of your working week do you spend...**

a) ...in this school? \_\_\_\_\_ %

b) ...in other schools? \_\_\_\_\_ %  
= 100%

**12. Approximately what proportion of your time in this school, excluding breaks, is given to the following activities?**

- a) Contact time with pupils – English ..... %
- b) Contact time with pupils – mathematics ..... %
- c) Contact time with teachers – English ..... %
- d) Contact time with teachers – mathematics ..... %
- e) Contact time with parents ..... %
- f) Contact time with principal ..... %
- g) Other activities (e.g., planning, recording) ..... %  
= 100%

**13.a) In this school, since last September, what proportion of parents of pupils to whom you provide Learning Support have attended the following?**

*(Tick under "No meetings held" if applicable.)*

*No meetings held*

1) An individual meeting with you \_\_\_\_\_ % attendance

☐<sub>1</sub>

2) A group meeting you organised \_\_\_\_\_ % attendance

☐<sub>1</sub>

**b) Are class teachers asked to attend the meetings mentioned in Q13.a)?**

Yes  
☐<sub>1</sub>

No  
☐<sub>2</sub>

N/A  
☐<sub>3</sub>

**14. In this school, to what extent are you involved in the following activities** (*referred to in the Learning-Support Guidelines*)?

	<i>Greatly involved</i>	<i>Somewhat involved</i>	<i>Only involved a little</i>	<i>Not involved</i>	
a) Advising class teachers on the assessment and teaching of pupils in receipt of Learning Support .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	
b) Implementing whole-school strategies to enhance early learning and prevent learning difficulties .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	
c) Providing supplementary teaching in English .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	
d) Providing supplementary teaching in mathematics .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	
e) Maintaining regular planning and progress records for those pupils in receipt of Learning Support .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	
f) Implementing whole-school procedures for selecting pupils for Learning Support .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	
g) Contributing to the development of policy on Learning Support in this school .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	
h) Contributing to decision-making in this school regarding the purchase of learning resources.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	
i) <i>If you hold a shared Learning-Support post:</i> Performing a defined role in coordinating the provision of Learning Support to more than one school .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub> <i>N/A</i>

**15. Thinking about the development of individual profiles and learning programmes** (*as referred to in the Learning-Support Guidelines*), **for those pupils in receipt of Learning Support...**

(*Please tick all that apply.*)

	<i>Yes</i>
a) ...are you involved in producing these for pupils in receipt of Learning Support in this school? .....	<input type="checkbox"/> <sub>1</sub>
b) ...is this done in conjunction with the teachers of pupils in receipt of Learning Support at this school? .....	<input type="checkbox"/> <sub>1</sub>
c) ...is this done in conjunction with the parents of pupils in receipt of Learning Support at this school? .....	<input type="checkbox"/> <sub>1</sub>



**16. a) To which of the following do you have access in this school?**

*(Please tick **all** that apply.)*

- 1) Suitable room in which to provide Learning Support ..... ☐ <sub>1</sub>
- 2) Secure system for storing pupil records, whether  
electronic or paper ..... ☐ <sub>1</sub>
- 3) Access, as needed, to computer with CD-ROM drive ..... ☐ <sub>1</sub>
- 4) Access, as needed, to computer with Internet connection .. ☐ <sub>1</sub>

**b) If you provide Learning Support to some or all pupils in their own classroom in this school, please indicate *why* you do so.**

*(Please tick **all** that apply.)*

- 1) N/A; always teach in a different room from  
pupils' own classroom..... ☐ <sub>1</sub>
- 2) No other room available ..... ☐ <sub>1</sub>
- 3) School policy ..... ☐ <sub>1</sub>
- 4) Own preference ..... ☐ <sub>1</sub>
- 5) Other reason ..... ☐ <sub>1</sub>

*If 'Other' please specify:* \_\_\_\_\_

**17. Other than those provided by the PCSP, how many in-career development days (e.g., summer courses, night courses) have you attended which were related to...**

*(Please write '0' (zero) if none.)*

	<i>In the past 12 months</i>	<i>In the past 5 years</i>
a) ...Learning Support for English?	_____ days	_____ days
b) ...Learning Support for mathematics?	_____ days	_____ days
c) ...other topics?	_____ days	_____ days

**The following questions are related to Learning Support for English.  
If you do not provide Learning Support for English in this school please  
go to Question 29, page 13 (see instruction on page 12).**

## Learning Support for ENGLISH

**18. Please rate your level of satisfaction with the coverage of the following topics in the in-career development courses attended by you.**

*(Write 1, 2 or 3 in the spaces provided where 1 = Satisfied, 2 = Not satisfied, 3 = Not dealt with. If you have not attended a course, leave that column blank.)*

<b>English topics covered</b>	<b>PCSP Courses</b>	<b>1-year part- time Course</b>	<b>Other (e.g., summer course)</b>
a) Implementing the <i>Learning-Support Guidelines</i> as they relate to English .....	_____	_____	_____
b) Assessing pupils' learning difficulties in English .....	_____	_____	_____
c) Developing/reviewing school policy on Learning Support for English .....	_____	_____	_____
d) Planning learning programmes for English for pupils in receipt of Learning Support .....	_____	_____	_____
e) Recording the progress made by pupils in receipt of Learning Support for English .....	_____	_____	_____
f) Framework underpinning the 1999 <i>Primary School English Curriculum</i> .....	_____	_____	_____
g) Implementing the 1999 Primary School English Curriculum .....	_____	_____	_____
h) Interpreting the outcomes of standardised tests of English .....	_____	_____	_____
i) Management of time.....	_____	_____	_____
j) Working effectively with class teachers.	_____	_____	_____
k) Working effectively with parents .....	_____	_____	_____

**19. In this school, what is the main criterion used to organise pupils into groups for Learning-Support instruction for English?**

*(Please tick one box only.)*

- a) According to their class levels ..... ☐<sub>1</sub>
- b) According to their learning needs in English..... ☐<sub>2</sub>
- c) According to their assessed achievement in reading ..... ☐<sub>3</sub>
- d) According to some other method ..... ☐<sub>4</sub>

*If 'Other' please specify:* \_\_\_\_\_

**20. In this school, how often does Learning Support for English appear on the agenda for staff meetings?**

*More than 4  
times a year*

☐<sub>1</sub>

*3-4 times a year*

☐<sub>2</sub>

*1-2 times a year*

☐<sub>3</sub>

*Never*

☐<sub>4</sub>

**21. How familiar are class teachers in this school with the Department of Education and Science's *Learning-Support Guidelines* for English?**

*Very familiar*

☐<sub>1</sub>

*Somewhat familiar*

☐<sub>2</sub>

*Not familiar*

☐<sub>3</sub>

**22. Do you agree that the *Learning-Support Guidelines*, as they relate to provision for English, are being implemented in this school?**

*Very much so*

☐<sub>1</sub>

*Somewhat*

☐<sub>2</sub>

*Unsure*

☐<sub>3</sub>

*Not a lot*

☐<sub>4</sub>

*Not at all*

☐<sub>5</sub>

**23. How useful do you feel the *Learning-Support Guidelines* are to you in your role as a Learning-Support Teacher for English?**

*Very useful*

☐<sub>1</sub>

*Somewhat useful*

☐<sub>2</sub>

*Unsure*

☐<sub>3</sub>

*Not very useful*

☐<sub>4</sub>

*Not at all useful*

☐<sub>5</sub>

**24. In a typical Learning-Support lesson for English in 1<sup>st</sup> and 5<sup>th</sup> Classes in this school, about what percentage of teaching time is spent on each of the following?**

	<i>1<sup>st</sup> Class</i>	<i>5<sup>th</sup> Class</i>
a) Oral language development .....	_____ %	_____ %
b) Pupils reading familiar material aloud .....	_____ %	_____ %
c) Pupils reading new material aloud .....	_____ %	_____ %
d) Teacher reading aloud.....	_____ %	_____ %
e) Pupils reading silently .....	_____ %	_____ %
f) Pupils writing .....	_____ %	_____ %
g) Pupils learning phonological awareness (e.g., segmenting spoken words into sounds).....	_____ %	_____ %
h) Pupils learning phonics (e.g., identifying letter- sound correspondences) .....	_____ %	_____ %
i) Pupils learning word identification skills other than phonics .....	_____ %	_____ %
j) Pupils learning/using comprehension strategies	_____ %	_____ %
k) Pupils learning spellings .....	_____ %	_____ %
l) Formal or informal diagnostic testing.....	_____ %	_____ %
m) Other activities.....	_____ %	_____ %
	<i>= 100%</i>	<i>= 100%</i>

**25. Generally, how much emphasis do you place on the following activities during Learning-Support classes for English in...**

	<i>A lot of emphasis</i>	<i>Some emphasis</i>	<i>Only a little emphasis</i>	<i>No emphasis</i>
<b>a) ...1<sup>st</sup> and 2<sup>nd</sup> Class?</b>				
1) Directly supporting or reinforcing work done in the pupils' regular English classes.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
2) Teaching reading/problem-solving skills not covered in the pupils' English classes. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
3) Developing pupils' general self-esteem and self-confidence. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
<b>b) ...3<sup>rd</sup> to 6<sup>th</sup> Class?</b>	<i>A lot of emphasis</i>	<i>Some emphasis</i>	<i>Only a little emphasis</i>	<i>No emphasis</i>
1) Directly supporting or reinforcing work done in the pupils' regular English classes.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
2) Teaching reading/problem-solving skills not covered in the pupils' English classes. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
3) Developing pupils' general self-esteem and self-confidence. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

**26. Please rate your level of agreement with the following statements about Learning Support (LS) for English in this school.**

<b>LS for English</b>	<i>Strongly agree</i>	<i>Agree</i>	<i>Unsure</i>	<i>Disagree</i>	<i>Strongly disagree</i>
a) There is a satisfactory level of co-ordination between class and Learning-Support programmes .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
b) There is a clear policy on provision of Learning Support.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
c) There is a shortage of suitable books and other learning materials for Learning Support .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
d) Responsibility for the progress of a pupil receiving Learning Support is shared jointly by the class and Learning-Support Teachers .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
e) The school supports me in accessing relevant in-career development opportunities .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
f) The approach to Learning Support is a team approach involving all teachers .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

### Question 26 Continued.

<b>LS for English</b>	<i>Strongly agree</i>	<i>Agree</i>	<i>Unsure</i>	<i>Disagree</i>	<i>Strongly disagree</i>	
g) The accommodation provided for Learning-Support teaching is unsatisfactory .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	
h) Learning Support is meeting the needs of pupils with learning difficulties in English reading/writing .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	
i) There is adequate support from class teachers in implementing Learning-Support programmes .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	
j) The class teacher assumes primary responsibility for the reading development of pupils receiving Learning Support .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	
k) There is lack of support from parents of pupils in receipt of Learning Support .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	
l) The criteria in the <i>Learning-Support Guidelines</i> for selection of pupils for Learning Support are adhered to .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	
m) There is inadequate differentiation of instruction by class teachers for pupils in receipt of Learning Support .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	
n) <i>If you share a teaching post:</i> There is insufficient time for teaching due to travelling .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<i>N/A</i> <input type="checkbox"/> <sub>6</sub>
o) <i>If you share a teaching post:</i> There is insufficient time for teaching due to the number of pupils in my caseload .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<i>N/A</i> <input type="checkbox"/> <sub>6</sub>

### 27.a) What criteria are used in this school to identify and select pupils for Learning Support for English?

(Please tick one box on each line.)

	<i>Always</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>
1) Outcomes on a standardised test (e.g., DPRT, MICRA-T) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
2) Outcomes on an early screening test (e.g., BIAP or MIST) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
3) Teacher checklists.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
4) Structured teacher observations.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
5) Parental concerns/feedback .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
6) Advice from other professionals (e.g., psychologist) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
7) Other .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

*If 'Other' please specify:* \_\_\_\_\_

**27.b) Please indicate which standardised tests, if any, (e.g., MICRA-T), are used at each class level to identify and select pupils for Learning Support in English, and which percentile point is used as the cut-off point.**

	<i>Class Level</i>	<i>Test</i>	<i>Cut-off Point</i>	<i>Standardised Test not used</i>
1)	1 <sup>st</sup>	_____	_____	<input type="checkbox"/> _1
2)	2 <sup>nd</sup>	_____	_____	<input type="checkbox"/> _1
3)	3 <sup>rd</sup>	_____	_____	<input type="checkbox"/> _1
4)	4 <sup>th</sup>	_____	_____	<input type="checkbox"/> _1
5)	5 <sup>th</sup>	_____	_____	<input type="checkbox"/> _1
6)	6 <sup>th</sup>	_____	_____	<input type="checkbox"/> _1

**c) At what time of the year, and at what class levels, do you use early screening tests, (e.g., BLAP or MIST) to identify pupils for Learning Support for English?**

*(Please tick **all** that apply.)*

<i>Autumn</i>		<i>Winter</i>		<i>Spring/Summer</i>	
<input type="checkbox"/> _1		<input type="checkbox"/> _1		<input type="checkbox"/> _1	
<i>Junior Infants</i>	<i>Senior Infants</i>	<i>1<sup>st</sup> Class</i>	<i>2<sup>nd</sup> Class</i>	<i>3<sup>rd</sup> Class</i>	<i>Other</i>
<input type="checkbox"/> _1	<input type="checkbox"/> _1	<input type="checkbox"/> _1	<input type="checkbox"/> _1	<input type="checkbox"/> _1	<input type="checkbox"/> _1

**28. Please provide any additional comments on the criteria used to identify and select pupils for Learning Support for English here.**

**The following questions are related to Learning Support for mathematics. You should only complete Questions 29-43 if you currently provide Learning Support for mathematics.**

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## Learning Support Teaching for MATHEMATICS

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### 29. Do you provide Learning Support for mathematics through Gaelge (Irish) in...

(Please tick **all** that apply.)

- Yes*
- a) ...this school?..... ☐<sub>1</sub>
- b) ...your base school  
(if a different school)?..... ☐<sub>1</sub>
- c) ...another school?..... ☐<sub>1</sub>

### 30. Please rate your level of satisfaction with the coverage of the following topics in the in-career development courses attended by you.

(Write 1, 2 or 3 in the spaces provided where 1 = Satisfied, 2 = Not satisfied, 3 = Not dealt with. If you have not attended a course, leave that column blank.)

<b>Mathematics topics covered</b>	<i>PCSP Courses</i>	<i>1-year part- time Course</i>	<i>Other (e.g., summer course)</i>
a) Implementing the <i>Learning-Support Guidelines</i> as they relate to mathematics .....	_____	_____	_____
b) Assessing pupils' learning difficulties in mathematics .....	_____	_____	_____
c) Developing/reviewing school policy on Learning Support for mathematics .....	_____	_____	_____
d) Planning learning programmes in mathematics for pupils in receipt of Learning Support .....	_____	_____	_____
e) Recording the progress made by pupils in receipt of Learning Support for mathematics.....	_____	_____	_____
f) Framework underpinning the <i>1999 Primary School Mathematics Curriculum</i> .....	_____	_____	_____
g) Implementing the <i>1999 Primary School Mathematics Curriculum</i> .....	_____	_____	_____
h) Interpreting the outcomes of standardised tests of mathematics .....	_____	_____	_____
i) Management of time.....	_____	_____	_____
j) Working effectively with class teachers.....	_____	_____	_____
k) Working effectively with parents .....	_____	_____	_____
l) Addressing pupils' learning difficulties in mathematics.....	_____	_____	_____

**31. If you have completed, or are currently completing, a one year, part-time in-service course in Learning Support for mathematics, please indicate your level of satisfaction with the coverage of the following topics.**

*(Please consider, where relevant, the one-year, part-time course sanctioned by the Department of Education and Science, or equivalent.)*

	<i>Very Satisfied</i>	<i>Satisfied</i>	<i>Dissatisfied</i>	<i>Very Dissatisfied</i>
a) Identifying pupils with learning difficulties in mathematics .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) Teaching pupils with learning difficulties in mathematics .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) Assessing Learning-Support pupils' progress in mathematics .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
d) Planning and reviewing Learning-Support Programmes for mathematics .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

**32. In this school, what is the main criterion used to organise pupils into groups for Learning-Support teaching for mathematics?**

*(Please tick one box only.)*

- a) According to their class levels ..... ☐<sub>1</sub>
- b) According to their learning needs in mathematics..... ☐<sub>2</sub>
- c) According to their general achievement in mathematics.... ☐<sub>3</sub>
- d) According to some other criterion ..... ☐<sub>4</sub>

*If 'Other' please specify:* \_\_\_\_\_

**33. In a typical Learning-Support lesson for mathematics in 4<sup>th</sup> Class in this school about what level of emphasis is given to each of the following?**

	<i>A lot of emphasis</i>	<i>Some emphasis</i>	<i>Only a little emphasis</i>	<i>No emphasis</i>
a) Number .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) Algebra (e.g., number sentences, patterns) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) Space and shape (geometry) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
d) Measurement .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
e) Data and Chance .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>



**34. Generally, how much emphasis do you place on the following activities during Learning-Support classes for mathematics for pupils in 4<sup>th</sup> Class in this school?**

	<i>A lot of emphasis</i>	<i>Some emphasis</i>	<i>Only a little emphasis</i>	<i>No emphasis</i>
a) Recalling mathematical terminology, facts and definitions (e.g., tables) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) Using mathematical strategies and implementing mathematical procedures (e.g., mental maths, strategies for subtraction) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) Engaging in mathematical reasoning (e.g., exploring mathematical patterns and relationships, classifying, making hypotheses and testing them) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
d) Understanding the connections between mathematical procedures and concepts (e.g., that multiplication involves repeated addition) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
e) Analysing and solving problems and evaluating solutions (e.g., planning and selecting from a variety of strategies to solve a problem) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
f) Communicating and expressing the processes used in mathematical activities and explaining results (e.g., discussing in an organised way how they solved a problem or reached a solution) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

**35. In this school, how often does Learning Support for mathematics appear on the agenda for staff meetings?**

<i>More than 4 times a year</i>	<i>3-4 times a year</i>	<i>1-2 times a year</i>	<i>Never</i>
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

**36. How familiar are class teachers in this school with the Department of Education and Science's *Learning-Support Guidelines* as they relate to mathematics?**

<i>Very familiar</i>	<i>Somewhat familiar</i>	<i>Not familiar</i>
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>

**37. Do you agree that the *Learning-Support Guidelines*, as they relate to provision for mathematics, are being implemented in this school?**

*Very much so*      *Somewhat*      *Unsure*      *Not a lot*      *Not at all*  
☐<sub>1</sub>      ☐<sub>2</sub>      ☐<sub>3</sub>      ☐<sub>4</sub>      ☐<sub>5</sub>

**38. How useful do you feel the *Learning-Support Guidelines* are to you in your role as a Learning-Support Teacher for mathematics?**

*Very useful*      *Somewhat*      *Unsure*      *Not very*      *Not at all*  
*useful*      *useful*           *useful*      *useful*  
☐<sub>1</sub>      ☐<sub>2</sub>      ☐<sub>3</sub>      ☐<sub>4</sub>      ☐<sub>5</sub>

**39. How satisfied are you with the provision of the following resources for Learning-Support teaching of mathematics in this school?**

	<i>Very Satisfied</i>	<i>Satisfied</i>	<i>Dissatisfied</i>	<i>Very Dissatisfied</i>
a) Diagnostic tests (e.g., <i>Quest</i> ) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) Books about mathematics for teachers .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) Computer hardware .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
d) Computer software.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
e) Environmental materials (e.g., <i>marbles</i> ) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
f) Structured materials (e.g., <i>fraction strips</i> ) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

**40. Please indicate the three aspects of mathematics with which LS pupils in 4<sup>th</sup> Class have most difficulties.**

(Assign ranks by writing 1 after the most difficult aspect, 2 after the second most difficult aspect, and 3 after the third most difficult aspect in three of the spaces below.)

- a) Reading mathematics textbooks ..... \_\_\_\_\_
- b) Understanding number concepts (e.g., *quantity*) ..... \_\_\_\_\_
- c) Solving word problems..... \_\_\_\_\_
- d) Understanding mathematical language..... \_\_\_\_\_
- e) Memorisation and recall of number facts ..... \_\_\_\_\_
- f) Implementing procedures (e.g., *multiplication*) ..... \_\_\_\_\_
- g) Other ..... \_\_\_\_\_

If 'Other' please specify: \_\_\_\_\_

**41. Please rate your level of agreement with the following statements about Learning Support for mathematics in this school.**

<b>LS for mathematics</b>	<i>Strongly agree</i>	<i>Agree</i>	<i>Unsure</i>	<i>Disagree</i>	<i>Strongly disagree</i>
a) There is a satisfactory level of co-ordination between class and Learning-Support programmes.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
b) There is a lack of clear policy on provision of Learning Support for mathematics .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
c) There is a shortage of suitable books and other learning materials for Learning Support for mathematics.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
d) Responsibility for the progress of a pupil receiving Learning Support for mathematics is shared jointly by the class and Learning-Support Teachers .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
e) The school supports me in accessing relevant in-career development opportunities .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
f) The approach to Learning Support for mathematics is a team approach involving all teachers .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
g) The area provided for Learning-Support teaching is unsatisfactory .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
h) Learning Support is meeting the needs of pupils with learning problems in mathematics .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
i) There is lack of support from class teachers in implementing Learning-Support programmes for mathematics .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
j) The class teacher assumes primary responsibility for the mathematical development of pupils receiving Learning Support .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
k) There is lack of support from parents of pupils in receipt of Learning Support for mathematics .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

**42.a) What criteria are used in this school to identify and select pupils for Learning Support for mathematics?**

*(Please tick one box on each line.)*

	<i>Always</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>
1) Outcomes on a standardised test (e.g., DPMT, SIGMA-T).....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
2) Progress/mastery tests accompanying text books .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
3) Diagnostic tests (e.g., Quest) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
4) Teacher checklists .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
5) Structured teacher observations.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
6) Parental concerns/feedback .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
7) Advice from other professionals (e.g., psychologist).....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
8) Other .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

*If 'Other' please specify:* \_\_\_\_\_

**b) Please indicate which standardised tests, if any, (e.g., SIGMA-T), are used at each class level to identify and select pupils for Learning Support for mathematics, and which percentile point is used as the cut-off point.**

	<i>Class Level</i>	<i>Test</i>	<i>Cut-off Point</i>	<i>Standardised tests not used</i>
1)	1 <sup>st</sup>	_____	_____	<input type="checkbox"/> <sub>1</sub>
2)	2 <sup>nd</sup>	_____	_____	<input type="checkbox"/> <sub>1</sub>
3)	3 <sup>rd</sup>	_____	_____	<input type="checkbox"/> <sub>1</sub>
4)	4 <sup>th</sup>	_____	_____	<input type="checkbox"/> <sub>1</sub>
5)	5 <sup>th</sup>	_____	_____	<input type="checkbox"/> <sub>1</sub>
6)	6 <sup>th</sup>	_____	_____	<input type="checkbox"/> <sub>1</sub>

**43. Please provide any additional comments on the provision of Learning Support for mathematics here.**



***Thank you for your co-operation and assistance.***

Please put the questionnaire in its envelope and seal it. It will be collected from you in the near future and delivered to the Educational Research Centre.



# **Educational Research Centre**

**St Patrick's College, Dublin 9**

## **National Assessments of English Reading and Mathematics 2004**

*Questionnaire for  
Inspectors*

Please write your Inspector ID here:

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The Educational Research Centre has been commissioned by the Department of Education and Science to conduct studies of English reading and mathematics among children in Primary school. As part of this work, Inspectors from the Department of Education and Science are invited to complete a questionnaire concerning themselves, the schools they are involved with, and their views on approaches to the teaching of English and mathematics. Your co-operation in completing this questionnaire would be greatly appreciated.

On completion, this questionnaire should be sealed in the envelope provided and returned to the Educational Research Centre where analyses will be carried out. All questionnaire responses will be treated in total confidence. Names of individuals and other identification information will be deleted *before* analysis, in line with the Centre's policy on database management in national assessments.

***Please tick one box in reply to each question  
or follow the directions if they state otherwise.***

***Section A asks for general information; Sections B to G ask about various aspects of English; while  
Sections H to M ask about various aspects of mathematics.  
Additional comments may be written in the spaces provided on page 19.***

---

### **SECTION A - GENERAL INFORMATION**

***Rough estimates are sufficient for the purposes of this survey.***

---

**1. For how many years have you worked as an Inspector** (*excluding career breaks, secondment, etc.*)?

\_\_\_\_\_ years

**2. For the past two years, please estimate the number of schools in which you observed lessons in...**

- a) ...English at 1st Class? \_\_\_\_\_ schools  
b) ...mathematics at 4th Class? \_\_\_\_\_ schools  
c) ...English at 5th Class? \_\_\_\_\_ schools

**3. For the past two years, please estimate the number of lessons you observed in...**

- a) ...English at 1st Class? \_\_\_\_\_ lessons  
b) ...mathematics at 4th Class? \_\_\_\_\_ lessons  
c) ...English at 5th Class? \_\_\_\_\_ lessons

**4. In how many schools did you complete a *Mór Thuairisc* or *School Report* in the past two years that included...**

- a) ...English at 1st Class? \_\_\_\_\_ schools  
b) ...mathematics at 4th Class? \_\_\_\_\_ schools  
c) ...English at 5th Class? \_\_\_\_\_ schools

5. In the past two years, about how many probationary teachers did you examine (i.e., how many diploma examinations did you carry out)?

\_\_\_\_\_ teachers/examinations

6. How familiar are you with...

(Tick one box in each row.)

	Very familiar	Somewhat familiar	Not familiar
a) ...the results of the <i>Programme for International Assessment (PISA)</i> ? .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
b) ...the results of the <i>Third International Mathematics and Science Study (TIMSS)</i> ? .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
c) ...the results of the 1998 National Assessment of English Reading (NAER, 5th class)? .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
d) ...the results of the 1999 National Assessment of Mathematics Achievement (NAMA, 4th class)? .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>

7a. How effective, in your view, are each of the approaches below in terms of their potential to develop 1st and 5th class pupils' competence in English?

(Tick one box in each row for each class level.)

	1st Class				5th Class			
	Very Effective	Effective	Ineffective	Very Ineffective	Very Effective	Effective	Ineffective	Very Ineffective
1) Grouping pupils in similar ability groups .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
2) Grouping pupils in mixed ability groups .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
3) Using ICT to teach English .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
4) Silent reading .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
5) Pupils reading aloud .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
6) Daily use of workbooks/worksheets .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
7) Class discussion of a story .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
8) Teaching comprehension strategies .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
9) Using a variety of texts .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

**7b. How effective, in your view, are each of the approaches below in terms of their potential to develop 4th class pupils' competence in mathematics?**

**4th Class**

*(Tick one box in each row.)*

	<i>Very Effective</i>	<i>Effective</i>	<i>Ineffective</i>	<i>Very Ineffective</i>
1) Grouping pupils in similar ability groups .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
2) Grouping pupils in mixed ability groups .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
3) Using ICT to teach mathematics .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
4) Using calculators to teach mathematics .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
5) Daily use of workbooks/worksheets .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
6) Class discussion about word problems before pupils solve them independently .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
7) Teaching pupils problem-solving strategies....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
8) Using concrete materials .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

**8. How satisfied are you with the balance between whole class work, group work, and individual work in...**

*(Tick one box in each row.)*

	<i>Very satisfied</i>	<i>Satisfied</i>	<i>Dissatisfied</i>	<i>Very dissatisfied</i>
a) ...English in single-grade 1st Classes? .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) ...English in multi-grade 1st Classes? .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) ...mathematics in single-grade 4th Classes? .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
d) ...mathematics in multi-grade 4th Classes? ...	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
e) ...English in single-grade 5th Classes? .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
f) ...English in multi-grade 5th Classes? .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

**9. How satisfied are you with the following aspects of teachers' planning with respect to the following class levels/subject areas?**

*(Tick one box in each row.)*

	<i>Very satisfied</i>	<i>Satisfied</i>	<i>Dissatisfied</i>	<i>Very dissatisfied</i>
<b>1st Class English</b>				
a) Quality of short-term schemes .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) Quality of long-term schemes .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) Amount of homework assigned.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
d) Level of feedback about homework .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
<b>4th Class mathematics</b>				
a) Quality of short-term schemes .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) Quality of long-term schemes .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) Amount of homework assigned.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
d) Level of feedback about homework .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
<b>5th Class English</b>				
a) Quality of short-term schemes .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) Quality of long-term schemes .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) Amount of homework assigned.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
d) Level of feedback about homework .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

**10. How satisfied are you with the following aspects of Learning-Support in schools?**

*(Tick one box in each row.)*

	<i>Very satisfied</i>	<i>Satisfied</i>	<i>Dissatisfied</i>	<i>Very dissatisfied</i>
a) The quality of provision of Learning Support for English at 1st class level. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) The quality of provision of Learning Support for Mathematics at 4th class level. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) The quality of provision of Learning Support for English at 5th class level. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

# 11. How satisfied are you with implementation of the *Learning-Support Guidelines* in schools?

(Tick one box in each row. Tick 'not applicable' if Learning Support for a particular subject or at a particular class level is not offered in the schools in your district.)

Very satisfied      Satisfied      Dissatisfied      Very dissatisfied      Not Applicable

## Identification and Selection...

- |   |                                       |                                       |                                       |                                       |                                       |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| a) ...of pupils at 1st class level for Learning Support for English. ....     | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> |
| b) ...of pupils at 4th class level for Learning Support for mathematics. .... | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> |
| c) ...of pupils at 5th class level for Learning Support for English. ....     | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> |

## Co-ordination of the work of class teachers and Learning-Support teachers...

- |  |                                       |                                       |                                       |                                       |                                       |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| d) ...of pupils at 1st class level for English. ....     | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> |
| e) ...of pupils at 4th class level for mathematics. .... | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> |
| f) ...of pupils at 5th class level for English. ....     | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> |

## The involvement of parents/guardians in the Learning-Support programmes...

- |  |                                       |                                       |                                       |                                       |                                       |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| g) ...of pupils at 1st class level for English. ....     | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> |
| h) ...of pupils at 4th class level for mathematics. .... | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> |
| i) ...of pupils at 5th class level for English. ....     | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> |

## The general duration of Learning-Support programmes...

- |                             |                                       |                                       |                                       |                                       |                                       |
|-----------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| j) ...for English. ....     | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> |
| k) ...for mathematics. .... | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> |

Please answer the questions in sections B to G with regard to your observations of the teaching of English in 1<sup>st</sup> and 5<sup>th</sup> Class over the past two years.

## SECTION B - TEACHING OF ENGLISH

### 12. How satisfied are you with the teaching of each of the following specific aspects of the 1999 Primary School English Curriculum to 1st and 5th Class pupils?

(Tick one box in each row for each class level.)

	1st Class				5th Class			
	Very satisfied	Satisfied	Dissatis- fied	Very dissatis- fied	Very satisfied	Satisfied	Dissatis- fied	Very dissatis- fied
a) Developing oral language .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) Teaching word meanings (vocabulary) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) Teaching phonics.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
d) Teaching grammar (spelling, punctuation) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
e) Teaching purposes and forms of writing .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
f) Teaching children's literature.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
g) Developing spelling.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
h) Teaching writing processes .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
i) Developing reference skills (e.g., using a library, dictionaries).....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
j) Developing comprehension of narrative texts .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
k) Developing comprehension of expository/informational texts .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
l) Developing comprehension of documents/representational text (diagrams, etc.) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
m) Teaching basic word identification ..	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	--	--	--	--
n) Developing phonemic awareness .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	--	--	--	--
o) Teaching identification of onset and rime in written words .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	--	--	--	--
p) Teaching application of semantic cues.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
q) Teaching application of syntactic cues.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
r) Teaching comprehension strategies such as inferencing, generalising and problem solving .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
s) Teaching study strategies (e.g., scanning, skimming, search- reading) .....	--	--	--	--	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
t) Teaching higher-level word-attack skills (multi-syllabic words).....	--	--	--	--	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

## SECTION C - RESOURCES/TECHNOLOGY FOR ENGLISH

### 13. How satisfied are you with the availability of appropriate teaching resources for use in English lessons for 1st and 5th Class?

(Tick one box in each row for each class level.)

	1st Class				5th Class			
	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied
a) Computers .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) Computer software for teaching English .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) Text resources: fiction (e.g., novels) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
d) Text resources: non-fiction (e.g., history, biography) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
e) Text resources: reference material (e.g., dictionaries, encyclopaedias) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
f) Workbooks or worksheets .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
g) Library space in classrooms .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
h) New library materials .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

### 14. How satisfied are you with the extent of use of appropriate teaching resources for use in English lessons for 1st and 5th Class?

(Tick one box in each row for each class level.)

	1st Class				5th Class			
	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied
a) Computers .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) Computer software for teaching English .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) Text resources: fiction (e.g., novels) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
d) Text resources: non-fiction (e.g., history, biography) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
e) Text resources: reference material (e.g., dictionaries, encyclopaedias) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
f) Workbooks or worksheets .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
g) Libraries in classrooms .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
h) Library materials in general .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

## SECTION D - TEACHERS' PROFESSIONAL DEVELOPMENT: ENGLISH

### 15. Please rate the following with regard to the teaching of English at 1st class and 5th class levels:

(Tick one box in each row.)

#### 1st Class

	<i>Very compre- hensive</i>	<i>Quite compre- hensive</i>	<i>Somewhat limited</i>	<i>Very limited</i>
a) Teachers' knowledge of English language structure and grammar.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) Teachers' understanding of the English curriculum ..	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) Teachers' knowledge of methods of teaching English .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

#### 5th Class

a) Teachers' knowledge of English language structure and grammar.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) Teachers' understanding of the English curriculum ..	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) Teachers' knowledge of methods of teaching English .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

### 16. Which of the following areas of the curriculum, if any, do you think need more attention in preservice and inservice training for 1st and 5th Class teachers in order to enhance implementation of the 1999 Primary School Mathematics Curriculum?

(Tick all that apply. Please try to identify the subset of areas that you feel are most in need of more attention.)

	More training at 1st Class needed		More training at 5th Class needed	
	<i>Preservice training</i>	<i>Inservice training</i>	<i>Preservice training</i>	<i>Inservice training</i>
a) Developing oral language .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
b) Teaching word meanings (vocabulary) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
c) Teaching phonics.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
d) Teaching grammar (spelling, punctuation) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
e) Teaching purposes and forms of writing .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
f) Teaching children's literature.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
g) Developing spelling.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
h) Teaching writing processes .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
i) Developing reference skills (e.g., using a library, dictionaries).....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
j) Developing comprehension of narrative texts	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
k) Developing comprehension of expository/informational texts .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
l) Developing comprehension of documents/representational text ( <i>diagrams, etc.</i> )	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>



# 16. Continued.

(Tick all that apply. Please try to identify the subset of areas that you feel are most in need of more attention.)

	More training at 1st Class needed		More training at 5th Class needed	
	Preservice training	Inservice training	Preservice training	Inservice training
m) Teaching basic word identification .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	--	--
n) Developing phonemic awareness .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	--	--
o) Teaching identification of onset and rime in written words .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	--	--
p) Teaching application of semantic cues .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
q) Teaching application of syntactic cues .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
r) Teaching comprehension strategies such as inferencing, generalising and problem solving .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
s) Teaching study strategies (e.g., scanning, skimming, search-reading) .....	--	--	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
t) Teaching higher-level word-attack skills (multi-syllabic words) .....	--	--	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>

## SECTION E - DEALING WITH DIFFICULTIES LEARNING ENGLISH, AND WITH HIGH AND LOW ABILITY PUPILS

### 17. In general, to what extent are you satisfied with the work of class teachers of pupils in 1st and 5th Class in each of the following areas?

(Tick one box in each row for each class level.)

	1st Class				5th Class			
	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied
a) Identifying and addressing pupils' common grammatical errors .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) Identifying and addressing pupils' common spelling errors .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) Identifying pupils' learning difficulties in English .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
d) Addressing the needs of pupils with learning difficulties in English .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
e) Teaching English to pupils with very low achievement .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
f) Teaching pupils with high ability in English.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
g) Integrating class and Learning-Support programmes for pupils with learning difficulties in English .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
h) Teaching English to pupils whose first language is not English or Gaeilge .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

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**SECTION F - GENDER DIFFERENCES IN ENGLISH READING**

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**18. Regarding English classes, have you observed gender differences in pupils' reading achievements?**

Yes ☐<sub>1</sub>      No ☐<sub>2</sub>

**19. Can you describe the nature of the differences you have observed?**

**20. Have you any recommendations about how teachers and parents might deal with the differences you described in Q19** *(e.g., different teaching strategies for girls and boys/particular pupils)?*

## SECTION G - ASSESSMENT OF ENGLISH

### 21. Please indicate how satisfied you are with the work of 1st and 5th Class teachers in relation to each of the following assessment activities.

(Tick one box in each row for each class level.)

	1st Class				5th Class			
	<i>Very satisfied</i>	<i>Satisfied</i>	<i>Dissatisfied</i>	<i>Very dissatisfied</i>	<i>Very satisfied</i>	<i>Satisfied</i>	<i>Dissatisfied</i>	<i>Very dissatisfied</i>
a) Feedback given to pupils during classwork .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) Feedback given to pupils on work completed independently during class.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) Feedback given to pupils on homework .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
d) Feedback given to pupils reading aloud .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
e) Administration of standardised tests of English reading .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
f) Interpretation of results of standardised tests of English reading .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
g) Use of informal assessment procedures (e.g., <i>records of children's work kept on ongoing basis; use of checklists, etc.</i> ) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
h) Teacher-made tests (e.g., <i>spelling tests</i> ) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
i) Teacher-made checklists .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
j) Structured observations .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
k) Progress tests or checklists accompanying reading schemes ...	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
l) Use and interpretation of curriculum profiles .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
m) Administration of diagnostic tests of English reading .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
n) Interpretation of results of diagnostic tests of English reading .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

Please answer the questions in sections H to M with regard to your observations of the teaching of mathematics in 4th Class over the past two years.

## SECTION H - TEACHING OF MATHEMATICS

### 22. How satisfied are you with the teaching of each of the following aspects of the 1999 Primary School Mathematics Curriculum to 4th Class pupils?

(Tick one box in each row.)

	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied
<b>a) Mathematics Strands</b>				
1) Number (e.g., number lines, abacus, Dienes blocks, fraction strips, hundred square, etc.) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
2) Algebra (e.g., number strips, interlocking cubes) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
3) Shape and Space/Geometry (e.g., 2-D and 3-D shapes, geoboards, geostrips, tangrams, 360° and 180° protractors, etc.) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
4) Measurement (e.g., metre stick, trundle wheel, balances, weights, analogue clock, calendar, etc.) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
5) Data Handling and Graphs (e.g., computer software/spreadsheets, graph paper, etc.) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
<b>b) Mathematics Skills</b>				
1) Recalling mathematical terminology, facts and definitions (e.g., tables) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
2) Using mathematical strategies and implementing mathematical procedures (e.g., mental maths, strategies for subtraction) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
3) Engaging in mathematical reasoning (e.g., exploring mathematical patterns and relationships, classifying, making hypotheses and testing them) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
4) Understanding the connections between mathematical procedures and concepts (e.g., that multiplication involves repeated addition) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
5) Analysing and solving problems and evaluating solutions (e.g., planning and selecting from a variety of strategies to solve a problem) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
6) Communicating and expressing the processes used in mathematical activities and explaining results (e.g., pupils discussing in an organised way how they solved a problem or reached a solution) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

**23. How satisfied are you with teachers' work relating to each of the following aspects of teaching with respect to mathematics in 4th Class?**

(Tick one box in each row.)

	<i>Very satisfied</i>	<i>Satisfied</i>	<i>Dissatisfied</i>	<i>Very dissatisfied</i>
a) Classroom-based assessment of mathematics .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) Identifying learning difficulties in mathematics. ...	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) Interpreting standardised test scores in mathematics.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
d) Approaches to teaching mathematics.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
e) Using ICT to teach mathematics .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
f) Grouping children for mathematics.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
g) Use of calculators to teach mathematics .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
h) Engaging pupils in practical mathematics activities .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

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**SECTION I - RESOURCES/TECHNOLOGY FOR MATHEMATICS**

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**24. How satisfied are you with the availability of resources for use in teaching the various strands of mathematics to 4th Class?**

(Tick one box in each row.)

	<i>Very satisfied</i>	<i>Satisfied</i>	<i>Dissatisfied</i>	<i>Very dissatisfied</i>
<b>See examples of strands in Q22.</b>				
a) Number .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) Algebra.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) Shape and Space/Geometry .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
d) Measurement.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
e) Data Handling and Graphs.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

**25. How satisfied are you with the extent of use of resources for teaching various strands of mathematics to 4th Class?**

(Tick one box in each row.)

	<i>Very satisfied</i>	<i>Satisfied</i>	<i>Dissatisfied</i>	<i>Very dissatisfied</i>
<b>See examples of strands in Q22.</b>				
a) Number .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) Algebra.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) Shape and Space/Geometry .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
d) Measurement.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
e) Data Handling and Graphs.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

## SECTION J - TEACHERS' PROFESSIONAL DEVELOPMENT: MATHEMATICS

### 26. Please rate the following with regard to the teaching of mathematics at 4th class level:

(Tick one box in each row.)

	Very compre- hensive	Quite compre- hensive	Somewhat limited	Very limited
a) Teachers' knowledge of mathematical concepts and processes .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) Teachers' understanding of the mathematics curriculum .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) Teachers' knowledge of methods for teaching mathematics.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

### 27. Which of the following areas of the curriculum do you think need more attention in preservice and in-service training for 4th Class teachers, in order to enhance implementation of the 1999 Primary School Mathematics Curriculum? (Tick all that apply. Please try to identify the subset of areas that you feel are most in need of more attention.)

	Preservice training	Inservice training
<b>a) Mathematics Strands (see examples in Q22)</b>		
1) Number .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
2) Algebra (e.g., number sentences, patterns). ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
3) Space and shape (geometry) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
4) Measurement .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
5) Data and chance .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
<b>b) Mathematics Skills (see examples in Q22)</b>	Preservice training	Inservice training
1) Recalling mathematical terminology, facts and definitions .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
2) Using mathematical strategies and implementing mathematical procedures .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
3) Engaging in mathematical reasoning.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
4) Understanding the connections between mathematical procedures and concepts .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
5) Analysing and solving problems and evaluating solutions.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
6) Communicating and expressing the processes used in mathematical activities and explaining results .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
<b>c) Teaching and Assessment Methods</b>	Preservice training	Inservice training
1) Classroom-based assessment of mathematics .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
2) Identifying learning difficulties in mathematics.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
3) Interpreting standardised test scores in mathematics.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
4) Approaches to teaching mathematics .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
5) Using ICT to teach mathematics .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
6) Grouping children for mathematics.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
7) Use of calculators to teach mathematics.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
8) Engaging pupils in practical mathematics activities.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>

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**SECTION K – DEALING WITH DIFFICULTIES IN LEARNING  
MATHEMATICS, AND WITH HIGH AND LOW ABILITY PUPILS**

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**28. In general, to what extent are you satisfied with the work of class teachers of pupils in 4th class in each of the following areas?**

*(Tick one box in each row.)*

	<i>Very satisfied</i>	<i>Satisfied</i>	<i>Dissatisfied</i>	<i>Very dissatisfied</i>
a) Identifying and addressing pupils' common mathematical errors .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) Identifying and addressing pupils' misconceptions about mathematics .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) Identifying pupils' learning difficulties in mathematics .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
d) Addressing the needs of pupils with learning difficulties in mathematics .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
e) Teaching mathematics to pupils with very low achievement .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
f) Teaching pupils with high ability in mathematics .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
g) Integrating class and Learning-Support programmes for pupils with learning difficulties in mathematics (where applicable) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
h) Teaching English to pupils whose first language is not English (or Gaeilge, where applicable) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

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**SECTION L - GENDER DIFFERENCES IN MATHEMATICS**

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**29. Regarding mathematics classes, have you observed gender differences in pupils' mathematical achievements?**

Yes ☐<sub>1</sub>      No ☐<sub>2</sub>

**30. Can you describe the nature of the differences you have observed?**

**31. Have you any recommendations about how teachers and parents might deal with the differences you described in Q30 (e.g., different teaching strategies for girls and boys/particular pupils)?**

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### SECTION M - ASSESSMENT OF MATHEMATICS

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**32. Please indicate how satisfied you are with the work of 4th Class teachers in relation to mathematics for each of the following assessment activities.**

*(Tick one box in each row.)*

	<i>Very satisfied</i>	<i>Satisfied</i>	<i>Dissatisfied</i>	<i>Very dissatisfied</i>
a) Feedback given to pupils during classwork .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) Feedback given to pupils on work completed independently during class .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) Feedback given to pupils on homework .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
d) Administration of standardised tests of mathematics .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
e) Interpretation of results of standardised tests of mathematics .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
f) Use of informal assessment procedures (e.g., <i>records of children's work kept on ongoing basis; use of checklists</i> )	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
g) Teacher-made tests .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
h) Teacher-made checklists .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
i) Structured observations .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
j) Progress tests or checklists accompanying mathematics texts .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
k) Administration of diagnostic tests of mathematics .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
l) Interpretation of results of diagnostic tests of mathematics .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
m) Use and interpretation of criterion-referenced tests (including 'mastery' tests accompanying textbooks) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>



Many thanks for completing this questionnaire. Additional comments may be written in the spaces provided below.

Please seal it in its envelope and return it to the Educational Research Centre, along with the other assessment materials in your charge.

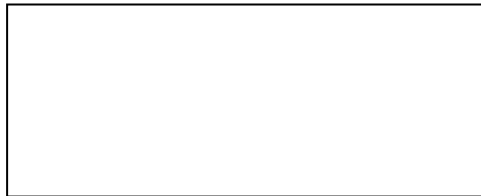
**33. Please add any additional comments or observations about the teaching of English here:**

**34. Please add any additional comments or observations about the teaching of mathematics here:**



# **Educational Research Centre**

**St Patrick's College, Dublin 9**



## **National Assessment of English Reading 2004**

*Questionnaire for  
Parents or Guardians of 1<sup>st</sup> Class Pupils*

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The Educational Research Centre has been commissioned by the Department of Education and Science to conduct a study of English reading among children in Primary school. As part of this work, parents/guardians of some children are being asked to complete a short questionnaire concerning themselves and their child. Your co-operation in completing this questionnaire would be greatly appreciated.

All questionnaire responses will be treated in total confidence. Your name is not required and individual pupils and schools will not be identified anywhere in subsequent reports of the survey. The questionnaire may be completed by either the mother/female guardian or the father/male guardian of the child who brought it home.

*Please indicate your response by putting a tick in the appropriate box or by writing down the information.*

*If you wish, you may write down additional comments at the end of the questionnaire.*

**Note: The questions below and the term 'your child' all refer to the 1<sup>st</sup> Class child who brought this questionnaire home to you.**

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### You and Your Child

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**1. In the year before your child started primary school, did s/he attend any of the following?**

*(Please tick **one** option only.)*

- a) Early Start ..... ☐<sub>1</sub>
- b) Other pre-school/playschool/playgroup ..... ☐<sub>2</sub>
- c) Neither of the above ..... ☐<sub>3</sub>

**2. How often did anyone in your home read books to your child before s/he started primary school?**

*(Please tick **one** option only.)*

Every day      A few times a week      A few times a month      Rarely or never

☐<sub>1</sub>                      ☐<sub>2</sub>                      ☐<sub>3</sub>                      ☐<sub>4</sub>

**3. When s/he was in the Infants classes, did your child read to you or to anyone else in your home?**

*(Please tick **one** option only.)*

Every day      A few times a week      A few times a month      Rarely or never

☐<sub>1</sub>                      ☐<sub>2</sub>                      ☐<sub>3</sub>                      ☐<sub>4</sub>

*Questions 4 to 7 are about **English homework**.  
This includes English reading, spelling, writing and poetry.*

4. On how many days in a school week does your child do English homework (i.e., reading, spelling, writing or poetry)?

\_\_\_\_\_ days

5. On a typical school day, about how long does your child spend on English homework (i.e., reading, spelling, writing or poetry)?

(Please tick **one** option only.)

- a) Five minutes or less ..... ☐<sub>1</sub>  
b) About 15 minutes ..... ☐<sub>2</sub>  
c) About 30 minutes ..... ☐<sub>3</sub>  
d) About an hour ..... ☐<sub>4</sub>  
e) More than an hour ..... ☐<sub>5</sub>

6.a) In which of the following areas do you provide help with your child's English homework?

(Please tick **all** that apply.)

- a) Reading aloud ..... ☐<sub>1</sub>  
b) Answering questions about reading..... ☐<sub>1</sub>  
c) Writing a story or essay ..... ☐<sub>1</sub>  
d) Learning spellings ..... ☐<sub>1</sub>  
e) Completing workbook exercises ..... ☐<sub>1</sub>

b) If your child needs help with homework in English, who usually gives the help?

Mother/female guardian ☐<sub>1</sub>    Father/male guardian ☐<sub>2</sub>    Other ☐<sub>3</sub>

7. Does your child's school have a homework policy for English?

Yes ☐<sub>1</sub>    No ☐<sub>2</sub>    I don't know ☐<sub>3</sub>

8. a) Does your child's school hold formal parent-teacher meetings?

Yes ☐<sub>1</sub>    No ☐<sub>2</sub>

b) Since last September, have you attended one of these meetings?

Yes ☐<sub>1</sub>    No ☐<sub>2</sub>    No meetings held ☐<sub>3</sub>

**8.c) Other than formal parent-teacher meetings, how many times in the current school year did you, or a parent/guardian of your child, communicate with the school to discuss his/her progress IN ENGLISH with a teacher or the principal?**

*(Note: Contact could include a letter, phone call, written note, e-mail, or visit.)*

- 1) No times ..... ☐ <sub>1</sub>  
 2) Once or twice ..... ☐ <sub>2</sub>  
 3) Three or four times ..... ☐ <sub>3</sub>  
 4) Five times or more..... ☐ <sub>4</sub>

**9. Please indicate which of the following, if any, are available to your child for educational purposes AT HOME.**

*(Please tick **all** that apply.)*

- a) Encyclopaedia ..... ☐ <sub>1</sub>  
 b) Dictionary ..... ☐ <sub>1</sub>  
 c) Computer (*not including consoles like Playstation, Xbox, etc.*)..... ☐ <sub>1</sub>  
 d) Internet access ..... ☐ <sub>1</sub>  
 e) Quiet place to study/do homework..... ☐ <sub>1</sub>

**10.a) Do you make rules regarding the watching of TV, videos or DVDs by your child?**

Yes ☐ <sub>1</sub> No ☐ <sub>2</sub>

**b) If yes, what kind of rules do you make?**

*(Please tick **all** that apply.)*

- a) Limit the **time your child spends** watching TV/videos/DVDs. .... ☐ <sub>1</sub>  
 b) Limit the **types** of TV programmes/videos/DVDs watched by your child. .. ☐ <sub>1</sub>  
 c) Your child is only allowed to watch TV/videos/DVDs **after homework** is done. .... ☐ <sub>1</sub>  
 d) Other..... ☐ <sub>1</sub>

*If 'Other' please specify: \_\_\_\_\_*

**11.a) Do you make rules regarding the playing of computer games (like Gameboy, Xbox, Playstation, PC games) by your child?**

Yes ☐ <sub>1</sub> No ☐ <sub>2</sub>

**b) If yes, what kind of rules do you make?**

*(Please tick **all** that apply.)*

- a) Limit the **time your child spends** playing computer games. .... ☐ <sub>1</sub>  
 b) Limit the **types** of computer games played by your child. .... ☐ <sub>1</sub>  
 c) Your child is only allowed to play computer games **after homework** is done. .... ☐ <sub>1</sub>  
 d) Other..... ☐ <sub>1</sub>

*If 'Other' please specify: \_\_\_\_\_*

**12. About how many books are in your home?**

*(Do not count school books, magazines or comics.)*

*Note: There are approximately 50 books per metre of shelving.*

*(Please tick **one** option only.)*

- a) None ..... ☐<sub>1</sub>
- b) 1 - 10 books ..... ☐<sub>2</sub>
- c) 11 - 50 books ..... ☐<sub>3</sub>
- d) 51 - 100 books ..... ☐<sub>4</sub>
- e) 101 - 250 books ..... ☐<sub>5</sub>
- f) 251 - 500 books ..... ☐<sub>6</sub>
- g) More than 500 books ..... ☐<sub>7</sub>

**13. Is anyone in your family a member of a public library?**

Yes ☐<sub>1</sub>      No ☐<sub>2</sub>

**14. How much do you agree with the following statements about reading?**

*(Please tick **one** option in each row.)*

- |   | <i>Strongly<br/>Agree</i>             | <i>Agree</i>                          | <i>Not<br/>Sure</i>                   | <i>Disagree</i>                       | <i>Strongly<br/>Disagree</i>          |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| a) 'I like reading' .....   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> |
| b) 'Reading is boring' .....  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> |
| c) 'I read only if I have to' .....   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> |
| d) 'Reading is one of my favourite hobbies' .....   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> |
| e) 'I like chatting to other people about books' .....                                    | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> |
| f) 'I find it hard to finish books' .....   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> |
| g) 'I feel happy if I get a book as a present' .....                                      | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> |
| h) 'For me, reading is a waste of time' .....   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> |
| i) 'I enjoy going to a bookshop or library' .....   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> |
| j) 'I read only to get the information I need' .....                                      | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> |
| k) 'I cannot sit still and read for more than a few minutes' .....                        | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> |
| l) 'It is important for my child to be a good reader for his/her future employment' ..... | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> |



*Questions 15 to 20 are about your reading habits at home and at work.  
If you are not currently in work, please answer with regard to your last job.  
Please tick **one** option in each row.*

	<i>Never</i>	<i>Once or twice a year</i>	<i>About once a month</i>	<i>About once a week</i>	<i>A few times a week</i>
<b>15. How often do you read fiction books...</b>					
a) ...at home? .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
b) ...as part of your work? .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
<b>16. How often do you read non-fiction books ...</b>					
a) ...at home? .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
b) ...as part of your work? .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
<b>17. How often do you read emails or information on the internet...</b>					
a) ...at home? .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
b) ...as part of your work? .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
<b>18. How often do you read magazines...</b>					
a) ...at home? .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
b) ...as part of your work? .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
<b>19. How often do you read news articles in a newspaper...</b>					
a) ...at home? .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
b) ...as part of your work? .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
<b>20. How often do you read other sections of a newspaper...</b>					
a) ...at home? .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
b) ...as part of your work? .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
<b>21. Do you encourage your child to read books?</b>					
Yes <input type="checkbox"/> <sub>1</sub> No <input type="checkbox"/> <sub>2</sub>					

**22. About how often do you discuss with your child something that s/he has read?**

*(Please tick **one** option only.)*

- |                                       |                                       |                                       |                                       |                                       |
|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| <i>Never</i>                          | <i>Once or twice<br/>a year</i>       | <i>About once a<br/>month</i>         | <i>About once a<br/>week</i>          | <i>A few times a<br/>week</i>         |
| <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> |

**23. When do you expect that your child will finish full-time education?**

*(Please tick **one** option only.)*

- a) Before completion of the Junior Certificate ..... ☐<sub>1</sub>
- b) On completion of the Junior Certificate ..... ☐<sub>2</sub>
- c) On completion of the Leaving Certificate ..... ☐<sub>3</sub>
- d) On completion of a Post Leaving Cert. or Diploma Course, (*e.g., a Certificate or Diploma course in an Institute of Technology*)..... ☐<sub>4</sub>
- e) On completion of a Third Level Degree course ..... ☐<sub>5</sub>

**24. Have you decided on a post-primary school for your child?**

Yes ☐<sub>1</sub>      No ☐<sub>2</sub>

---

**You and Your Home**

---

**25.a) Are you...**      ...male? ☐<sub>1</sub>      ...female? ☐<sub>2</sub>

**b) What is your relationship to this child?**

Parent ☐<sub>1</sub>      Guardian ☐<sub>2</sub>  
Grandparent ☐<sub>3</sub>      Other ☐<sub>4</sub>

*If 'Other' please specify:* \_\_\_\_\_

**26. Please indicate the educational qualification(s), if any, obtained by you and, if applicable, your spouse or partner.**

(Please tick **all** that apply.)

	Male parent or guardian	Female parent or guardian
a) Primary Certificate .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
b) Group Certificate .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
c) Intermediate or Junior Certificate .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
d) Leaving Certificate .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
e) Third-Level Certificate or Diploma (e.g., Diploma in Computer Science, Secretarial Courses) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
f) Third-Level <b>Undergraduate</b> Degree or Qualification(s) (e.g., B.A., Nursing, Accountancy) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
g) Third-Level <b>Postgraduate</b> Degree Qualification(s) (e.g., Master of Arts, PhD.) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
h) Other. (Please specify below) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>

Father/Male guardian: \_\_\_\_\_

Mother/Female Guardian: \_\_\_\_\_

**27. Who normally lives in your home?**

(Please tick **all** that apply.)

Mother of this child ..... ☐<sub>1</sub>      Father of this child ..... ☐<sub>1</sub>

Female guardian of this child ☐<sub>1</sub>      Male guardian of this child .... ☐<sub>1</sub>

**28. How many brothers and sisters does your child have?**

(Please tick **one** option in each row.)

	None	One	Two	Three	Four or more
a) Older Brothers .....	<input type="checkbox"/> <sub>0</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) Older Sisters .....	<input type="checkbox"/> <sub>0</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) Younger Brothers ....	<input type="checkbox"/> <sub>0</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
d) Younger Sisters .....	<input type="checkbox"/> <sub>0</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

**29. How many people in total usually live in your household?**

\_\_\_\_\_ people

**30. Which of the following best describe the employment status of you and, *if applicable*, your spouse or partner.**

*(Please tick **one** box in each column.)*

	<i>Male parent or guardian</i>	<i>Female parent or guardian</i>
a) Working full-time .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
b) Working part-time .....	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>2</sub>
c) Not working, but looking for a job.....	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>3</sub>
d) On full-time home duties.....	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>4</sub>
e) Other ( <i>e.g. studying, disabled, retired.</i> ).....	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>5</sub>

**31. Please write the name of the job done by you and, *if applicable*, your spouse or partner.**

*Please name the job, not the employer (e.g., write “electrician” instead of “works for ESB”). If not currently working but worked previously, please write the name of your last job.*

- a) Male parent or guardian \_\_\_\_\_
- b) Female parent or guardian \_\_\_\_\_

**32. Which language is most often used when speaking with your child at home?**

- a) English ..... ☐<sub>1</sub>
- b) Irish ..... ☐<sub>2</sub>
- c) Another language ..... ☐<sub>3</sub>

*If ‘Another language’, please specify here:* \_\_\_\_\_

**33. Do you have a medical card?**

Yes ☐<sub>1</sub>      No ☐<sub>2</sub>

**34. If you have any other comments, please write them in the space below.**

--

*Many thanks for taking the time and effort to complete this questionnaire.*

Please put the questionnaire in the envelope supplied, seal it and return it to the child who gave it to you to bring back to the school. It will be collected from the school in the near future and delivered to the Educational Research Centre. All information will be treated in total confidence.
--



**Please answer each question by placing a tick in the appropriate box or follow later directions if they state otherwise.**

- 1. Which of the following best describes the employment status of this pupil's parent(s)/guardian(s)?**

	<i>Male parent or guardian</i>	<i>Female parent or guardian</i>
a) Working full-time .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
b) Working part-time .....	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>2</sub>
c) Not working, but looking for a job .....	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>3</sub>
d) On full-time home duties .....	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>4</sub>
e) Other ( <i>e.g., studying, disabled, retired.</i> )....	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>5</sub>
f) Not known .....	<input type="checkbox"/> <sub>6</sub>	<input type="checkbox"/> <sub>6</sub>

- 2. Is this pupil a member of the Travelling community? .....**
- |                                       | <i>Yes</i>                            | <i>No</i>                             |
|---------------------------------------|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |

- 3. Was this pupil born in Ireland? .....**
- |                                       | <i>Yes</i>                            | <i>No</i>                             |
|---------------------------------------|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |

- 4. Which language does this pupil usually speak at home?**

*English* ☐<sub>1</sub>      *Gaeilge* ☐<sub>2</sub>      *Another language* ☐<sub>3</sub>

- 5. Is this pupil in receipt of supplementary language support? .....**
- |                                       | <i>Yes</i>                            | <i>No</i>                             |
|---------------------------------------|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |

- 6. Please rate this pupil on the following characteristics:**

(Please tick **only** one box in each row.)

	<i>Very Good</i>	<i>Good</i>	<i>Average</i>	<i>Fair</i>	<i>Poor</i>
a) Behaviour in school .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
b) Participation in class .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
c) Attention span/concentration .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
d) Persistence in school work .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
e) Getting along with other children ...	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
f) Ability to work with limited supervision .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
g) General academic ability or intelligence .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

- 7. To what extent is this pupil's parent(s)/guardian(s) supportive of his/her development in reading?**

<i>Very supportive</i>	<i>Somewhat supportive</i>	<i>Not supportive</i>	<i>Not known</i>
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

8.a) For the quarter January - March 2004, please give the number of days on which this pupil was present:

\_\_\_\_\_ days present out of a total of \_\_\_\_\_ days

b) In your opinion, what **percentage** of the absences was due to a reasonable excuse such as illness?

\_\_\_\_\_ %

9. Where do you think this pupil would score on a nationally standardised test of English reading for 1<sup>st</sup> class?

*Between the 91st and 99th percentile*

☐ <sub>1</sub>

*Between the 76th and 90th percentile*

☐ <sub>2</sub>

*Between the 51st and 75th percentile*

☐ <sub>3</sub>

*Between the 26th and 50th percentile*

☐ <sub>4</sub>

*Between the 11th and 25th percentile*

☐ <sub>5</sub>

*Between the 1st and 10th percentile*

☐ <sub>6</sub>

10. Please rate this pupil on each of the following, in terms of the standards you would expect from pupils at 1<sup>st</sup> class level **nationally**.

(Please tick only one box in each row.)

	<i>Advanced</i>	<i>Proficient</i>	<i>Basic</i>	<i>Weak</i>
a) Oral Language – Comprehension ...	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) Oral Language – Speaking .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) English Reading .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
d) English Writing (Composing).....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
e) Spelling .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

11. At which class level would you place this pupil with respect to **English reading** in terms of the standards you would expect from pupils **nationally**?

*Above 2<sup>nd</sup> Class*

☐ <sub>1</sub>

*2<sup>nd</sup> Class*

☐ <sub>2</sub>

*1<sup>st</sup> Class*

☐ <sub>3</sub>

*Senior Infants*

☐ <sub>4</sub>

*Junior Infants*

☐ <sub>5</sub>

12. In your opinion, how well will this pupil be able to cope with **English reading tasks** at the end of 3<sup>rd</sup> class?

*Will Cope Very Well*

☐ <sub>1</sub>

*Will Cope Adequately*

☐ <sub>2</sub>

*Will Need Assistance*

☐ <sub>3</sub>

*Will Not Cope*

☐ <sub>4</sub>

13. At what class level are most of the reading materials you use with this child in English class?

*Above first class*

☐ <sub>1</sub>

*At first class*

☐ <sub>2</sub>

*Below first class*

☐ <sub>3</sub>

Thank you.



# Educational Research Centre

St Patrick's College, Dublin 9



## Questionnaire for 1<sup>st</sup> Class Pupils

Example: Do you like watching TV?

Yes ..... ☐<sub>1</sub>

No ..... ☐<sub>2</sub>

Are you:     a boy ☐   a girl ☐

What is your date of birth?    \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
   day / month / year

**National Assessment of English Reading 2004**

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**Here are some questions  
about you and reading.**

**Tick the box beside the answer  
that is best for you.**

**1. Do you think you are good at reading?**

Yes, very good ..... ☐<sub>1</sub>

Yes, OK ..... ☐<sub>2</sub>

No, not so good ..... ☐<sub>3</sub>

**2. Do you think you are good at writing?**

Yes, very good ..... ☐<sub>1</sub>

Yes, OK ..... ☐<sub>2</sub>

No, not so good ..... ☐<sub>3</sub>

**3. Do you ever read with your mum or dad?**

Yes, every day ..... ☐<sub>1</sub>

Yes, some days ..... ☐<sub>2</sub>

No, never ..... ☐<sub>3</sub>

**4. Do you ever get English homework?**

Yes, every day ..... ☐<sub>1</sub>

Yes, some days ..... ☐<sub>2</sub>

No, never ..... ☐<sub>3</sub>

**5. Do you ever have to answer questions in your English workbook for homework?**

Yes, every day ..... ☐<sub>1</sub>

Yes, some days ..... ☐<sub>2</sub>

No, never ..... ☐<sub>3</sub>

**6. Do you ever have to learn spellings for homework?**

Yes, every day ..... ☐<sub>1</sub>

Yes, some days ..... ☐<sub>2</sub>

No, never ..... ☐<sub>3</sub>

**7. Do you ever have to read a book for homework?**

Yes, every day ..... ☐<sub>1</sub>

Yes, some days ..... ☐<sub>2</sub>

No, never ..... ☐<sub>3</sub>

**8. Do you ever read books for fun?**

Yes, every day ..... ☐<sub>1</sub>

Yes, some days ..... ☐<sub>2</sub>

No, never ..... ☐<sub>3</sub>

**9. Do you ever read magazines or comics for fun?**

Yes, every day ..... ☐<sub>1</sub>

Yes, some days ..... ☐<sub>2</sub>

No, never ..... ☐<sub>3</sub>

**10. Do you ever borrow books from a library outside school?**

Yes ..... ☐<sub>1</sub>

No ..... ☐<sub>2</sub>

**11. If you come to a new word in your reader, what do you usually do?**

*Tick just one answer.*

Skip the word ..... ☐<sub>1</sub>

Try to sound it out ..... ☐<sub>2</sub>

Use the words around it to figure it out ..... ☐<sub>3</sub>

Ask someone for help ..... ☐<sub>4</sub>

Next are some things people say about school and reading.

Tick the face that shows if you agree, are not sure, or do not agree with what was said.

12. I like school.

Agree



Not sure

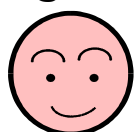


Do not agree



13. I like reading.

Agree



Not sure

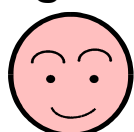


Do not agree



14. I really want to do well at reading.

Agree



Not sure

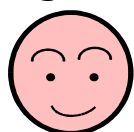


Do not agree



15. My teacher thinks I am good at reading.

Agree



Not sure



Do not agree



16. I like to tell my family about what I am reading.

Agree



Not sure

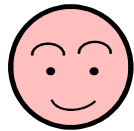


Do not agree



17. I like to read about things I am interested in.

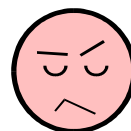
Agree



Not sure

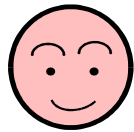


Do not agree



18. I like to talk to my friends about what I am reading.

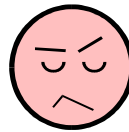
Agree



Not sure



Do not agree



*Thank you for answering these questions.*

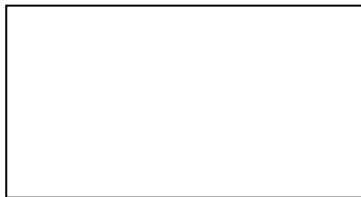






# **Educational Research Centre**

**St Patrick's College, Dublin 9**



## **National Assessment of English Reading 2004**

*Questionnaire for  
Teachers of 1<sup>st</sup> Class*

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The Educational Research Centre has been commissioned by the Department of Education and Science to conduct a study of English reading among children in Primary school. As part of this work, teachers are invited to complete a questionnaire concerning themselves, their classes and their schools. Your co-operation completing this questionnaire would be greatly appreciated.

On completion, this questionnaire should be sealed in the envelope provided and given to the Inspector from the Department of Education and Science when s/he visits your school to oversee the administration of the assessment. The envelope will be sent unopened to the Educational Research Centre where analysis of returns will be carried out. All questionnaire responses will be treated in total confidence. Names of schools and other identification information will be deleted *before* analysis, in line with the Centre's policy on database management in national assessments.

***Please tick one box in reply to each question  
or follow later directions if they state otherwise.***

***Where a response such as a percentage or number is called for, an estimate is sufficient for the purposes of this survey.***

***Additional comments may be written in the space provided on page 15.***

---

### General Information

---

**1. Are you:**

Male ☐<sub>1</sub>

Female ☐<sub>2</sub>

**2.a) Are you currently employed on a permanent basis?**

Yes, I am a permanent teacher ..... ☐<sub>1</sub>

No, I am a temporary/substitute teacher ..... ☐<sub>2</sub>

**b) Is your teaching post...**

...Full-time? ☐<sub>1</sub>

...Job-share? ☐<sub>2</sub>

**3. For how many years have you been teaching (excluding career breaks, secondment, etc.)?**

\_\_\_\_\_ years

**4. Which of the following qualifications do you hold?**

*(Please tick **all** that apply.)*

- a) Diploma for National Teaching (NT) ..... ☐ <sub>1</sub>
- b) B.Ed..... ☐ <sub>1</sub>
- c) Primary/Undergraduate degree other than B.Ed. .... ☐ <sub>1</sub>
- d) Postgraduate Diploma in Education (primary) ..... ☐ <sub>1</sub>
- e) Higher Diploma in Education (H. Dip.) (post-primary) ..... ☐ <sub>1</sub>
- f) Diploma in Remedial / Special Education / Learning Support ..... ☐ <sub>1</sub>
- g) Masters in Education (e.g., M.A. (Education), M.Ed.) ..... ☐ <sub>1</sub>
- h) Other qualification(s) ..... ☐ <sub>1</sub>

*If 'Other' please specify:* \_\_\_\_\_

**5. Which of the following class levels do you currently teach?**

<i>Junior Infants</i>	<i>Senior Infants</i>	<i>1<sup>st</sup></i>	<i>2<sup>nd</sup></i>	<i>3<sup>rd</sup></i>	<i>4<sup>th</sup></i>	<i>5<sup>th</sup></i>	<i>6<sup>th</sup></i>
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>

**6. How many boys and girls do you teach in 1<sup>st</sup> Class?**

\_\_\_\_\_ boys      \_\_\_\_\_ girls

**7. Is your 1<sup>st</sup> Class part of a multigrade class (e.g., combined 1<sup>st</sup>/2<sup>nd</sup>)?**

**Please indicate whether your 1<sup>st</sup> Class is taught with higher or lower classes, or both.**

*Yes, with higher  
grades*

☐ <sub>1</sub>

*Yes, with lower  
grades*

☐ <sub>2</sub>

*Yes, with higher and  
lower grades*

☐ <sub>3</sub>

*No, is a single grade  
class*

☐ <sub>4</sub>

**8. How many in-career development days have you attended which focused on (i) the 1999 Primary School English Curriculum, and (ii) other aspects of English...**

*(Please write '0' (zero) if none.)*

*(i)1999 Primary  
School English  
Curriculum*

*(ii)Other  
aspects of  
English*

**a) ...in the past 5 years?**

\_\_\_\_\_

\_\_\_\_\_

**b) ...in the past 12 months?**

\_\_\_\_\_

\_\_\_\_\_

**9. How satisfied were you with the following aspects of the implementation of the 1999 Primary School English Curriculum?**

	<i>Very satisfied</i>	<i>Satisfied</i>	<i>Dissatisfied</i>	<i>Very dissatisfied</i>	
a) The <i>amount</i> of in-career professional development available to you .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	
b) The <i>quality</i> of in-career professional development available to you .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	
c) The work of the PCSP Cuiditheoirí, if used .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	N/A <input type="checkbox"/> <sub>5</sub>
d) Other school based support in implementing the curriculum .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	

**10.a) With respect to the following aspects of teaching English/the 1999 Primary School English Curriculum:**

**1) do you think the curriculum documents are useful, and**

**2) has coverage in PCSP in-career development days been adequate?**

*(Please tick the relevant box if your response is positive. Otherwise, leave blank.)*

	<i>1) Curriculum documents useful?</i>	<i>2) Adequate PCSP coverage?</i>
a) Developing oral language .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
b) Teaching word meanings (vocabulary) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
c) Teaching phonics.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
d) Teaching grammar.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
e) Teaching purposes and forms of writing.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
f) Teaching word identification .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
g) Developing spelling.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
h) Teaching reading comprehension.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
i) Teaching writing processes .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
j) Assessing reading.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
k) Assessing writing .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
l) Identifying reading difficulties.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
m) Dealing with reading difficulties.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
n) Teaching children's literature.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
o) Conceptualising English as four strands ( <i>Receptiveness, Competence / Confidence, Cognitive development, Emotion / Imaginative Development</i> ) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
p) Achieving balance between oral language, reading, and writing development .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
q) Achieving balance between literary, informational and representational (diagrammatical) text .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>

- 10.b) Please provide any other comments you feel are relevant concerning the English curriculum.

11. Other than formal parent-teacher meetings, in the current school year, how many of your 1<sup>st</sup> Class pupils' parents communicated with you either formally or informally, to discuss their child's progress in English?

(Note: Contact could include a letter, phone call, written note, e-mail, or visit.  
Please write '0' (zero) if none.)

\_\_\_\_\_

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### Teaching English

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12. On average, how much time *per week* do you spend teaching English to 1<sup>st</sup> Class pupils (*i.e., oral language, reading, spelling, writing*)?

\_\_\_\_\_ hours \_\_\_\_\_ minutes

13. How often during English classes do you engage your 1<sup>st</sup> Class pupils in the reading and learning activities below?

	<i>Most days</i>	<i>Once or twice a week</i>	<i>Once or twice a month</i>	<i>Once or twice a term</i>	<i>Once or twice a year or less</i>
a) Silent reading .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
b) Oral reading to the class/groups .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
c) Listening to you read narrative text.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
d) Listening to you read informational text .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
e) Paired reading .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

14. How often do you provide instruction during English classes to pupils in 1<sup>st</sup> Class on the following?

	<i>Most days</i>	<i>Once or twice a week</i>	<i>Once or twice a month</i>	<i>Once or twice a term</i>	<i>Once or twice a year or less</i>
a) Developing phonemic awareness .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
b) Identifying onset and rime in written words .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
c) Applying grapho/phonic correspondences (phonics)....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

**Question 14 Continued.**

	<i>Most days</i>	<i>Once or twice a week</i>	<i>Once or twice a month</i>	<i>Once or twice a term</i>	<i>Once or twice a year or less</i>
d) Applying semantic cues for word identification .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
e) Applying syntactic cues for word identification .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
f) Developing reference skills (e.g., using a library, using dictionaries) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
g) Comprehending narrative texts .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
h) Comprehending expository/informational texts .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
i) Comprehending documents/representational text (diagrams, etc.) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

**15. How often do you engage your 1<sup>st</sup> Class pupils in the following writing activities?**

	<i>Most days</i>	<i>Once or twice a week</i>	<i>Once or twice a month</i>	<i>Once or twice a term</i>	<i>Once or twice a year or less</i>
a) Creative writing .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
b) Writing in response to reading (e.g., about a character in a story) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
c) Informative writing (e.g., about something they've learned) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

**16. Do you use adult volunteers to help your 1<sup>st</sup> Class pupils with reading?**

Yes ☐<sub>1</sub>  
No ☐<sub>2</sub>

**17. Which of these approaches do you prefer to use when teaching reading to your 1<sup>st</sup> Class pupils?**

Use the same teaching methods with all pupils ☐<sub>1</sub>  
Vary the teaching methods for different pupils ☐<sub>2</sub>

**18. About how often did you, over the past school year, make use of the following materials in English classes?**

	<i>Most days</i>	<i>Once or twice a week</i>	<i>Once or twice a month</i>	<i>Once or twice a term</i>	<i>Once or twice a year or less</i>
a) Published Reading Schemes .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
b) Children's literature (e.g., novels, stories, etc.) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
c) Reference materials (e.g., encyclopaedia, dictionaries, etc.) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
d) Informational materials (e.g., newspaper articles) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
e) Workbooks or worksheets .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
f) Documents (e.g., maps, menus, etc.) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

**19. With respect to your scheme of work for English, about how often do you prepare...**

	<i>Weekly or more often</i>	<i>Fortnightly</i>	<i>Monthly</i>	<i>Less often</i>
a) ...a short-term scheme?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
	<i>Monthly or more often</i>	<i>Term by term</i>	<i>Annually</i>	<i>Less often</i>
b) ...a long-term scheme?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

**20. How often do you engage your 1<sup>st</sup> Class pupils in the following activities regarding preparation for reading, comprehension during reading, and responses to reading?**

**a) Preparing for reading:**

<i>I engage pupils in...</i>	<i>Most days</i>	<i>Once or twice a week</i>	<i>Once or twice a month</i>	<i>Once or twice a term</i>	<i>Once or twice a year or less</i>
1) Discussing prior knowledge before reading .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
2) Identifying new words and their meanings .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
3) Setting goals for reading .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
4) Predicting what might happen in a story .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
5) Previewing the text before reading .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>



**b) Comprehension during reading:**

<i>I engage pupils in...</i>	<i>Most days</i>	<i>Once or twice a week</i>	<i>Once or twice a month</i>	<i>Once or twice a term</i>	<i>Once or twice a year or less</i>
1) Confirming whether earlier predictions were correct .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
2) Checking their own understanding of the text during reading .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
3) Altering expectations while reading .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
4) Asking questions to clarify confusion/comprehension problems .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
5) Self-correcting reading errors	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
6) Using context cues to decode new words .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

**c) Response to reading:**

<i>I engage pupils in....</i>	<i>Most days</i>	<i>Once or twice a week</i>	<i>Once or twice a month</i>	<i>Once or twice a term</i>	<i>Once or twice a year or less</i>
1) Identifying the main elements in a story ( <i>e.g., setting, characters, main events</i> ) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
2) Identifying the theme of a story ..	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
3) Relating own experience to the text .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
4) Discussing characteristics of different genres .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
5) Recalling details and events .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
6) Checking understanding of key details in text .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
7) Summarising stories/texts orally .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
8) Dramatising stories .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
9) Diagramming story content ( <i>e.g., story mapping</i> ) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
10) A discussion on the text led by you .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
11) A pupil-led discussion on the text .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

**21. How often do you organise your 1<sup>st</sup> Class English lessons in the following ways?**

	<i>Most lessons</i>	<i>Some lessons</i>	<i>Hardly ever</i>	<i>Never</i>
a) The <b>whole 1<sup>st</sup> class</b> is engaged in the same lesson/activity .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) <b>Large or small groups</b> of 1 <sup>st</sup> Class pupils are assigned different tasks .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) <b>Pairs</b> of 1 <sup>st</sup> Class pupils work together .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
d) <b>Conferencing</b> between teacher and pupil for individual feedback/instruction .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

**22. In English lessons, do the same 1<sup>st</sup> Class pupils stay in the same groups whenever there is group teaching?**

<i>Always</i>	<i>Sometimes</i>	<i>Never</i>	<i>Pupils in 1<sup>st</sup> Class not grouped</i>
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

**23. When assigning pupils in 1<sup>st</sup> Class to small groups for English, do you try to create mixed ability groups or to group together pupils with similar ability?**

<i>Similar ability groups</i>	<i>Mixed ability groups</i>	<i>Pupils in 1<sup>st</sup> Class not grouped</i>
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>

**24. If you teach a multigrade class (e.g., combined 1<sup>st</sup>/2<sup>nd</sup>), do you group pupils from 1<sup>st</sup> Class with pupils from other class levels?**

<i>Always</i>	<i>Sometimes</i>	<i>Never</i>	<i>N/A</i>
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

**25. About how many books are there in the class library in your classroom?**

\_\_\_\_\_ books

**26. About how many new books were added to your class library since last September?**

\_\_\_\_\_ books

**27. Of all the books in the class library, about what percentage are...**

a) Fiction? .....	_____ %
b) Non-fiction (e.g., history, biography)? .....	_____ %
c) Reference material (e.g., dictionaries, encyclopaedias)? .....	_____ %

**28. In general, how often do pupils in your 1<sup>st</sup> Class use computers as part of their English instruction (i.e., for English reading/writing)?**

<i>Daily</i>	<i>A Few Times a Week</i>	<i>A Few Times a Month</i>	<i>Rarely or Never</i>
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

**29. How do you integrate the use of computers into the teaching of English reading and writing?**

*(Please tick all that apply.)*

- a) Don't use when teaching English reading and writing ..... ☐<sub>1</sub>
- b) Teach basic word levels skills (e.g., phonics/spelling skills) ..... ☐<sub>1</sub>
- c) Teach higher order reading skills (e.g. comprehension skills) ..... ☐<sub>1</sub>
- d) Teach writing skills using word processing / publishing software ..... ☐<sub>1</sub>
- e) Teach information retrieval skills using web-based resources ..... ☐<sub>1</sub>

**30. On how many days a week do you usually assign English homework (i.e., reading, spelling, writing or poetry) to your 1<sup>st</sup> Class pupils?**

<i>One</i>	<i>Two</i>	<i>Three</i>	<i>Four</i>	<i>Five</i>
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

**31. In the past month, have you encouraged pupils in your 1<sup>st</sup> Class to do the following outside school?**

- |   |                                       |                                       |
|---|---------------------------------------|---------------------------------------|
|   | <i>Yes</i>                            | <i>No</i>                             |
| a) Engage in paired or shared reading with their parents? ..... | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| b) Discuss a book they've read with parents? .....              | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| c) Visit a public library? .....                                | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| d) Buy a book to read for enjoyment? .....                      | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| e) Seek help from parents to learn new words? .....             | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |

**32. How do you assess your 1<sup>st</sup> Class pupils' progress in English reading and writing?**

*(Use the list below to describe the frequency with which you use each of the following assessment methods.)*

	<i>At least once a week</i>	<i>Once or twice a month</i>	<i>Once or twice a term</i>	<i>Twice a year</i>	<i>Once a year</i>	<i>Never</i>
a) Teacher-made test (e.g., spelling test).....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>
b) Teacher-made checklists .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>
c) Structured observations .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>
d) Pupils' classwork (e.g., in their copybooks).....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>
e) Progress tests or checklists accompanying reading schemes .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>
f) Standardised group tests.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>
g) Early screening tests .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>
h) Curriculum profiles .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>
i) Other .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>

*If 'Other' please specify:* \_\_\_\_\_

**33. In the last English lesson you taught to 1<sup>st</sup> Class pupils, about what percentage of time was spent on the following?**

*(Your responses should add up to 100%.)*

- a) Management/Discipline (e.g., calling for attention, settling pupils down after break etc.) ..... \_\_\_\_\_ %
- b) Administration (e.g., distributing materials, roll call etc.) ..... \_\_\_\_\_ %
- c) Instruction (e.g., active instruction of the class, or pupils engaged in tasks under your supervision.) ..... \_\_\_\_\_ %  
(= 100%)

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**Learning Support and Resource Teaching**

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**34. How familiar are you with the Department of Education and Science's Learning-Support Guidelines?**

*Very familiar*

☐<sub>1</sub>

*Somewhat familiar*

☐<sub>2</sub>

*Not familiar*

☐<sub>3</sub>

**35. Have you contributed to the development or review of school policy on the provision of Learning Support for English in this school?**

Yes ☐<sub>1</sub>

No ☐<sub>2</sub>

**36. With regard to meeting the needs of pupils in your 1<sup>st</sup> Class who are in receipt of Learning Support in English, how often do you do the following?**

*Please tick this box if none of your 1<sup>st</sup> class pupils are in receipt of Learning Support.* ☐<sub>1</sub>

	<i>Most days</i>	<i>About once a week</i>	<i>Once or twice a term</i>	<i>Once or twice a year</i>	<i>Hardly ever or never</i>
a) Meet with the LS teacher to set learning targets and plan learning activities .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
b) Implement agreed learning activities .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
c) Maintain records relating to the agreed learning targets .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
d) Adjust pupils' class work in line with agreed learning targets and activities .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
e) Provide extra one-to-one tuition in basic reading skills .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
f) Meet with parents specifically to discuss ways to address their child's learning difficulty .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
g) Adjust homework assignments in line with pupils' learning targets ...	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
h) Provide extra support in reading/writing skills development in other subjects .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

**37. To what extent is there integration between what a pupil learns in your class and what the same pupil learns with his/her Learning-Support or Resource Teacher?**

<i>Complete integration</i>	<i>Some integration</i>	<i>A little integration</i>	<i>No integration</i>	<i>Not known</i>	<i>N/A</i>
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>

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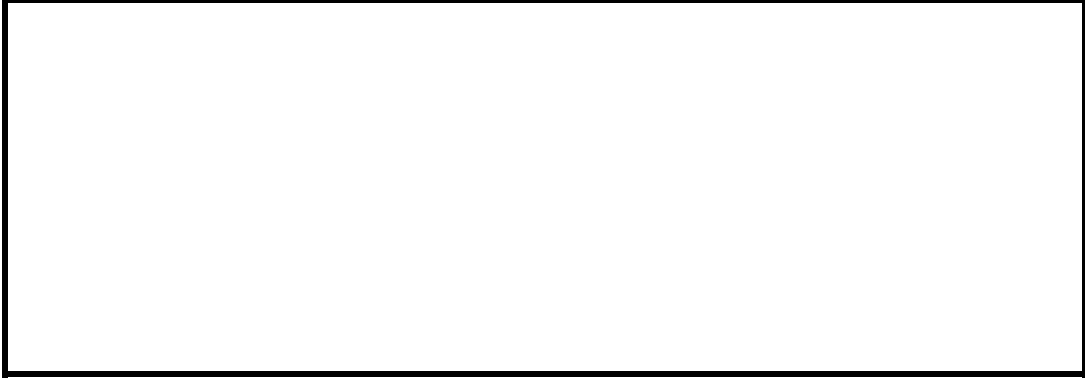
**Your School**

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**38. How much do you agree with the following statements?**

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
a) Time at staff meetings is used effectively .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) The morale of teachers in this school is low .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) I would not feel able to ask other members of staff for advice if I had a problem with my work .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
d) There is a strong 'sense of community' among the staff .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
e) This school's disciplinary policy is not applied consistently .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
f) Teaching staff are not sufficiently involved in decision-making .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
g) This school has a clear set of goals and priorities for discipline .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
h) This school has a clear set of goals and priorities for staff development .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
i) This school has a clear set of goals and priorities for teaching reading .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
j) School resources are used effectively for the teaching of English .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
k) There is a positive attitude in this school toward the ideas in the <i>1999 Primary School English Curriculum</i> .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

**39. Please provide any additional comments here.**



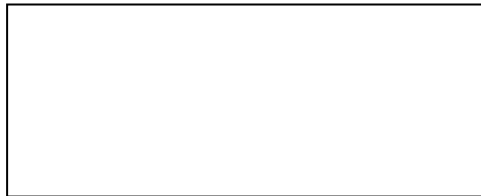
***Thank you for your co-operation and assistance.***





# **Educational Research Centre**

**St Patrick's College, Dublin 9**



## **National Assessment of English Reading 2004**

*Questionnaire for  
Parents or Guardians of 5<sup>th</sup> Class Pupils*

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The Educational Research Centre has been commissioned by the Department of Education and Science to conduct a study of English reading among children in Primary school. As part of this work, parents/guardians of some children are being asked to complete a short questionnaire concerning themselves and their child. Your co-operation in completing this questionnaire would be greatly appreciated.

All questionnaire responses will be treated in total confidence. Your name is not required and individual pupils and schools will not be identified anywhere in subsequent reports of the survey. The questionnaire may be completed by either the mother/female guardian or the father/male guardian of the child who brought it home.

*Please indicate your response by putting a tick in the appropriate box or by writing down the information.*

*If you wish, you may write down additional comments at the end of the questionnaire.*

**Note: The questions below and the term 'your child' all refer to the 5<sup>th</sup> Class child who brought this questionnaire home to you.**

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### You and Your Child

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**1. In the year before your child started primary school, did s/he attend any of the following?**

*(Please tick **one** option only.)*

- a) Early Start ..... ☐<sub>1</sub>
- b) Other pre-school/playschool/playgroup ..... ☐<sub>2</sub>
- c) Neither of the above ..... ☐<sub>3</sub>

**2. How often did anyone in your home read books to your child before s/he started primary school?**

*(Please tick **one** option only.)*

Every day      A few times a week      A few times a month      Rarely or never

☐<sub>1</sub>                      ☐<sub>2</sub>                      ☐<sub>3</sub>                      ☐<sub>4</sub>

**3. When s/he was in the Infants classes, did your child read to you or to anyone else in your home?**

*(Please tick **one** option only.)*

Every day      A few times a week      A few times a month      Rarely or never

☐<sub>1</sub>                      ☐<sub>2</sub>                      ☐<sub>3</sub>                      ☐<sub>4</sub>

*Questions 4 to 7 are about **English homework**.  
This includes English reading, spelling, writing and poetry.*

4. On how many days in a school week does your child do English homework (i.e., reading, spelling, writing or poetry)?

\_\_\_\_\_ days

5. On a typical school day, about how long does your child spend on English homework (i.e., reading, spelling, writing or poetry)?

(Please tick **one** option only.)

- a) Five minutes or less ..... ☐<sub>1</sub>  
b) About 15 minutes ..... ☐<sub>2</sub>  
c) About 30 minutes ..... ☐<sub>3</sub>  
d) About an hour ..... ☐<sub>4</sub>  
e) More than an hour ..... ☐<sub>5</sub>

6.a) In which of the following areas do you provide help with your child's English homework?

(Please tick **all** that apply.)

- a) Reading aloud ..... ☐<sub>1</sub>  
b) Answering questions about reading..... ☐<sub>1</sub>  
c) Writing a story or essay ..... ☐<sub>1</sub>  
d) Learning spellings ..... ☐<sub>1</sub>  
e) Completing workbook exercises ..... ☐<sub>1</sub>

b) If your child needs help with homework in English, who usually gives the help?

Mother/female guardian ☐<sub>1</sub>    Father/male guardian ☐<sub>2</sub>    Other ☐<sub>3</sub>

7. Does your child's school have a homework policy for English?

Yes ☐<sub>1</sub>    No ☐<sub>2</sub>    I don't know ☐<sub>3</sub>

8. a) Does your child's school hold formal parent-teacher meetings?

Yes ☐<sub>1</sub>    No ☐<sub>2</sub>

b) Since last September, have you attended one of these meetings?

Yes ☐<sub>1</sub>    No ☐<sub>2</sub>    No meetings held ☐<sub>3</sub>

**8.c) Other than formal parent-teacher meetings, how many times in the current school year did you, or a parent/guardian of your child, communicate with the school to discuss his/her progress IN ENGLISH with a teacher or the principal?**

*(Note: Contact could include a letter, phone call, written note, e-mail, or visit.)*

- 1) No times ..... ☐ <sub>1</sub>  
2) Once or twice ..... ☐ <sub>2</sub>  
3) Three or four times ..... ☐ <sub>3</sub>  
4) Five times or more ..... ☐ <sub>4</sub>

**9. Please indicate which of the following, if any, are available to your child for educational purposes AT HOME.**

*(Please tick **all** that apply.)*

- a) Encyclopaedia ..... ☐ <sub>1</sub>  
b) Dictionary ..... ☐ <sub>1</sub>  
c) Computer (*not including consoles like Playstation, Xbox, etc.*) ..... ☐ <sub>1</sub>  
d) Internet access ..... ☐ <sub>1</sub>  
e) Quiet place to study/do homework ..... ☐ <sub>1</sub>

**10.a) Do you make rules regarding the watching of TV, videos or DVDs by your child?**

Yes ☐ <sub>1</sub>      No ☐ <sub>2</sub>

**b) If yes, what kind of rules do you make?**

*(Please tick **all** that apply.)*

- a) Limit the **time your child spends** watching TV/videos/DVDs. .... ☐ <sub>1</sub>  
b) Limit the **types** of TV programmes/videos/DVDs watched by your child. .. ☐ <sub>1</sub>  
c) Your child is only allowed to watch TV/videos/DVDs **after homework** is done. .... ☐ <sub>1</sub>  
d) Other. .... ☐ <sub>1</sub>

*If 'Other' please specify: \_\_\_\_\_*

**11.a) Do you make rules regarding the playing of computer games (like Gameboy, Xbox, Playstation, PC games) by your child?**

Yes ☐ <sub>1</sub>      No ☐ <sub>2</sub>

**b) If yes, what kind of rules do you make?**

*(Please tick **all** that apply.)*

- a) Limit the **time your child spends** playing computer games. .... ☐ <sub>1</sub>  
b) Limit the **types** of computer games played by your child. .... ☐ <sub>1</sub>  
c) Your child is only allowed to play computer games **after homework** is done. .... ☐ <sub>1</sub>  
d) Other. .... ☐ <sub>1</sub>

*If 'Other' please specify: \_\_\_\_\_*

**12. About how many books are in your home?**

*(Do not count school books, magazines or comics.)*

*Note: There are approximately 50 books per metre of shelving.*

*(Please tick **one** option only.)*

- a) None ..... ☐<sub>1</sub>
- b) 1 - 10 books ..... ☐<sub>2</sub>
- c) 11 - 50 books ..... ☐<sub>3</sub>
- d) 51 - 100 books ..... ☐<sub>4</sub>
- e) 101 - 250 books ..... ☐<sub>5</sub>
- f) 251 - 500 books ..... ☐<sub>6</sub>
- g) More than 500 books ..... ☐<sub>7</sub>

**13. Is anyone in your family a member of a public library?**

Yes ☐<sub>1</sub>      No ☐<sub>2</sub>

**14. How much do you agree with the following statements about reading?**

*(Please tick **one** option in each row.)*

- |   | <i>Strongly<br/>Agree</i>             | <i>Agree</i>                          | <i>Not<br/>Sure</i>                   | <i>Disagree</i>                       | <i>Strongly<br/>Disagree</i>          |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| a) 'I like reading' .....   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> |
| b) 'Reading is boring' .....  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> |
| c) 'I read only if I have to' .....   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> |
| d) 'Reading is one of my favourite hobbies' .....   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> |
| e) 'I like chatting to other people about books' .....                                    | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> |
| f) 'I find it hard to finish books' .....   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> |
| g) 'I feel happy if I get a book as a present' .....                                      | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> |
| h) 'For me, reading is a waste of time' .....   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> |
| i) 'I enjoy going to a bookshop or library' .....   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> |
| j) 'I read only to get the information I need' .....                                      | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> |
| k) 'I cannot sit still and read for more than a few minutes' .....                        | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> |
| l) 'It is important for my child to be a good reader for his/her future employment' ..... | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> |

*Questions 15 to 20 are about your reading habits at home and at work.  
 If you are not currently in work, please answer with regard to your last job.  
 Please tick **one** option in each row.*

	<i>Never</i>	<i>Once or twice a year</i>	<i>About once a month</i>	<i>About once a week</i>	<i>A few times a week</i>
<b>15. How often do you read fiction books...</b>					
a) ...at home? .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
b) ...as part of your work? .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
<b>16. How often do you read non-fiction books ...</b>					
a) ...at home? .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
b) ...as part of your work? .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
<b>17. How often do you read emails or information on the internet...</b>					
a) ...at home? .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
b) ...as part of your work? .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
<b>18. How often do you read magazines...</b>					
a) ...at home? .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
b) ...as part of your work? .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
<b>19. How often do you read news articles in a newspaper...</b>					
a) ...at home? .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
b) ...as part of your work? .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
<b>20. How often do you read other sections of a newspaper...</b>					
a) ...at home? .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
b) ...as part of your work? .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
<b>21. Do you encourage your child to read books?</b>					
Yes <input type="checkbox"/> <sub>1</sub>	No <input type="checkbox"/> <sub>2</sub>				

**22. About how often do you discuss with your child something that s/he has read?**

*(Please tick **one** option only.)*

- |                                       |                                       |                                       |                                       |                                       |
|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| <i>Never</i>                          | <i>Once or twice<br/>a year</i>       | <i>About once a<br/>month</i>         | <i>About once a<br/>week</i>          | <i>A few times a<br/>week</i>         |
| <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> |

**23. When do you expect that your child will finish full-time education?**

*(Please tick **one** option only.)*

- a) Before completion of the Junior Certificate ..... ☐ <sub>1</sub>
- b) On completion of the Junior Certificate ..... ☐ <sub>2</sub>
- c) On completion of the Leaving Certificate ..... ☐ <sub>3</sub>
- d) On completion of a Post Leaving Cert. or Diploma Course, (*e.g., a Certificate or Diploma course in an Institute of Technology*)..... ☐ <sub>4</sub>
- e) On completion of a Third Level Degree course ..... ☐ <sub>5</sub>

**24. Have you decided on a post-primary school for your child?**

Yes ☐ <sub>1</sub>      No ☐ <sub>2</sub>

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**You and Your Home**

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**25.a) Are you...**      ...male? ☐ <sub>1</sub>      ...female? ☐ <sub>2</sub>

**b) What is your relationship to this child?**

Parent ☐ <sub>1</sub>      Guardian ☐ <sub>2</sub>  
Grandparent ☐ <sub>3</sub>      Other ☐ <sub>4</sub>

*If 'Other' please specify:* \_\_\_\_\_



**26. Please indicate the educational qualification(s), if any, obtained by you and, if applicable, your spouse or partner.**

(Please tick **all** that apply.)

	Male parent or guardian	Female parent or guardian
a) Primary Certificate .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
b) Group Certificate .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
c) Intermediate or Junior Certificate .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
d) Leaving Certificate .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
e) Third-Level Certificate or Diploma (e.g., Diploma in Computer Science, Secretarial Courses) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
f) Third-Level <b>Undergraduate</b> Degree or Qualification(s) (e.g., B.A., Nursing, Accountancy) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
g) Third-Level <b>Postgraduate</b> Degree Qualification(s) (e.g., Master of Arts, PhD.) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
h) Other. (Please specify below) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>

Father/Male guardian: \_\_\_\_\_

Mother/Female Guardian: \_\_\_\_\_

**27. Who normally lives in your home?**

(Please tick **all** that apply.)

Mother of this child ..... ☐<sub>1</sub>      Father of this child ..... ☐<sub>1</sub>

Female guardian of this child ☐<sub>1</sub>      Male guardian of this child .... ☐<sub>1</sub>

**28. How many brothers and sisters does your child have?**

(Please tick **one** option in each row.)

	None	One	Two	Three	Four or more
a) Older Brothers .....	<input type="checkbox"/> <sub>0</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) Older Sisters .....	<input type="checkbox"/> <sub>0</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) Younger Brothers ....	<input type="checkbox"/> <sub>0</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
d) Younger Sisters .....	<input type="checkbox"/> <sub>0</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

**29. How many people in total usually live in your household?**

\_\_\_\_\_ people

**30. Which of the following best describe the employment status of you and, *if applicable*, your spouse or partner.**

*(Please tick **one** box in each column.)*

	<i>Male parent or guardian</i>	<i>Female parent or guardian</i>
a) Working full-time .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
b) Working part-time .....	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>2</sub>
c) Not working, but looking for a job.....	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>3</sub>
d) On full-time home duties.....	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>4</sub>
e) Other ( <i>e.g. studying, disabled, retired.</i> ).....	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>5</sub>

**31. Please write the name of the job done by you and, *if applicable*, your spouse or partner.**

*Please name the job, not the employer (e.g., write “electrician” instead of “works for ESB”). If not currently working but worked previously, please write the name of your last job.*

- a) Male parent or guardian \_\_\_\_\_
- b) Female parent or guardian \_\_\_\_\_

**32. Which language is most often used when speaking with your child at home?**

- a) English ..... ☐<sub>1</sub>
- b) Irish ..... ☐<sub>2</sub>
- c) Another language ..... ☐<sub>3</sub>

*If ‘Another language’, please specify here:* \_\_\_\_\_

**33. Do you have a medical card?**

Yes ☐<sub>1</sub>      No ☐<sub>2</sub>

**34. If you have any other comments, please write them in the space below.**

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*Many thanks for taking the time and effort to complete this questionnaire.*

Please put the questionnaire in the envelope supplied, seal it and return it to the child who gave it to you to bring back to the school. It will be collected from the school in the near future and delivered to the Educational Research Centre. All information will be treated in total confidence.
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**Please answer each question by placing a tick in the appropriate box or follow later directions if they state otherwise.**

**1. Which of the following best describes the employment status of this pupil's parent(s)/guardian(s)?**

	<i>Male parent or guardian</i>	<i>Female parent or guardian</i>
a) Working full-time .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
b) Working part-time .....	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>2</sub>
c) Not working, but looking for a job .....	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>3</sub>
d) On full-time home duties .....	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>4</sub>
e) Other ( <i>e.g., studying, disabled, retired</i> )....	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>5</sub>
f) Not known .....	<input type="checkbox"/> <sub>6</sub>	<input type="checkbox"/> <sub>6</sub>

**2. Is this pupil a member of the Travelling community? .....**

<i>Yes</i>	<i>No</i>
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>

**3. Was this pupil born in Ireland? .....**

<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
---------------------------------------	---------------------------------------

**4. Which language does this pupil usually speak at home?**

<i>English</i>	<input type="checkbox"/> <sub>1</sub>	<i>Gaeilge</i>	<input type="checkbox"/> <sub>2</sub>	<i>Another language</i>	<input type="checkbox"/> <sub>3</sub>
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**5. Is this pupil in receipt of supplementary language support? .....**

<i>Yes</i>	<i>No</i>
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>

**6. Please rate this pupil on the following characteristics:**

(Please tick **only** one box in each row.)

	<i>Very Good</i>	<i>Good</i>	<i>Average</i>	<i>Fair</i>	<i>Poor</i>
a) Behaviour in school .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
b) Participation in class .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
c) Attention span/concentration .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
d) Persistence in school work .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
e) Getting along with other children .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
f) Ability to work with limited supervision .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
g) General academic ability or intelligence .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

**7. To what extent is this pupil's parent(s)/guardian(s) supportive of his/her development in reading?**

<i>Very supportive</i>	<i>Somewhat supportive</i>	<i>Not supportive</i>	<i>Not known</i>
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

8.a) For the quarter January - March 2004, please give the number of days on which this pupil was present:

\_\_\_\_\_ days present out of a total of \_\_\_\_\_ days

b) In your opinion, what **percentage** of the absences was due to a reasonable excuse such as illness?

\_\_\_\_\_ %

9. Where do you think this pupil would score on a nationally standardised test of English reading for 5<sup>th</sup> class?

Between the  
91st and 99th  
percentile

☐ <sub>1</sub>

Between the  
76th and 90th  
percentile

☐ <sub>2</sub>

Between the  
51st and 75th  
percentile

☐ <sub>3</sub>

Between the  
26th and 50th  
percentile

☐ <sub>4</sub>

Between the  
11th and 25th  
percentile

☐ <sub>5</sub>

Between the  
1st and 10th  
percentile

☐ <sub>6</sub>

10. Please rate this pupil on each of the following, in terms of the standards you would expect from pupils at 5<sup>th</sup> class level **nationally**.

(Please tick only one box in each row.)

Advanced

Proficient

Basic

Weak

a) Oral Language – Comprehension ..

☐ <sub>1</sub>
☐ <sub>2</sub>
☐ <sub>3</sub>
☐ <sub>4</sub>

b) Oral Language – Speaking .....

☐ <sub>1</sub>
☐ <sub>2</sub>
☐ <sub>3</sub>
☐ <sub>4</sub>

c) English Reading .....

☐ <sub>1</sub>
☐ <sub>2</sub>
☐ <sub>3</sub>
☐ <sub>4</sub>

d) English Writing (Composing) .....

☐ <sub>1</sub>
☐ <sub>2</sub>
☐ <sub>3</sub>
☐ <sub>4</sub>

e) Spelling .....

☐ <sub>1</sub>
☐ <sub>2</sub>
☐ <sub>3</sub>
☐ <sub>4</sub>

11. At which class level would you place this pupil with respect to **English reading** in terms of the standards you would expect from pupils **nationally**?

Post-primary

☐ <sub>1</sub>

6th Class

☐ <sub>2</sub>

5th Class

☐ <sub>3</sub>

4th Class

☐ <sub>4</sub>

3rd Class or Below

☐ <sub>5</sub>

12. In your opinion, how well will this pupil be able to cope with the following on leaving Primary School?

(Please tick only one box in each row.)

Will Cope  
Very Well

Will Cope  
Adequately

Will Need  
Assistance

Will Not  
Cope

a) **Reading** tasks of **post-primary school** (e.g., reading First Year textbooks). .....

☐ <sub>1</sub>
☐ <sub>2</sub>
☐ <sub>3</sub>
☐ <sub>4</sub>

b) **Writing** tasks of **post-primary school** (e.g., essay writing). .....

☐ <sub>1</sub>
☐ <sub>2</sub>
☐ <sub>3</sub>
☐ <sub>4</sub>

c) **Everyday demands** of our society in **reading** (e.g., reading notices, official forms, newspapers). .....

☐ <sub>1</sub>
☐ <sub>2</sub>
☐ <sub>3</sub>
☐ <sub>4</sub>

d) **Everyday demands** of our society in **writing** (e.g., filling out forms). .....

☐ <sub>1</sub>
☐ <sub>2</sub>
☐ <sub>3</sub>
☐ <sub>4</sub>

13. At what class level are most of the reading materials you use with this child in English class?

Above 5th class

☐ <sub>1</sub>

At 5th class

☐ <sub>2</sub>

Below 5th class

☐ <sub>3</sub>

Thank you.

# Educational Research Centre

St Patrick's College, Dublin 9

## St Patrick's College, Dublin 9



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# National Assessment of English Reading 2004

## 5<sup>th</sup> Class Pupil Questionnaire

Are you:    a boy ☐    a girl ☐

**What is your date of birth?**    \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
    day / month / year

In this questionnaire, there are questions about yourself and the things you do. The questions will be read out loud, while you read them silently. There is only one answer for every question. There are no right or wrong answers. Just pick the answer that suits you best. Please answer all the questions as well as you can. If you need help with any question or answer, please ask.

**Mark your answers to these questions by  
ticking the box next to the answer that suits you best.**



**1. At what age did you begin to read books on your own?**

- a) I was 5 or 6 years old ..... ☐<sub>1</sub>  
 b) I was 7 or 8 years old ..... ☐<sub>2</sub>  
 c) I was 9 or 10 years old ..... ☐<sub>3</sub>  
 d) I don't read books on my own ..... ☐<sub>4</sub>

**2. How much time do you usually spend on *ENGLISH* homework,  
when it is given? (This includes English reading, writing, and spelling.)**

- a) Five minutes or less ..... ☐<sub>1</sub>  
 b) About 15 minutes ..... ☐<sub>2</sub>  
 c) About 30 minutes ..... ☐<sub>3</sub>  
 d) About an hour ..... ☐<sub>4</sub>  
 e) More than an hour ..... ☐<sub>5</sub>

**Here are some questions about English reading and English homework.  
Mark on each line the answer that suits you best.**



- |   | Hardly<br>ever, or<br>never           | A few<br>times<br>a year              | A few times<br>a month                | Once or<br>twice a<br>week            | Every day,<br>or nearly<br>every day  |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| <b>3. How often are you given<br/>English homework to do? .....</b>   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> |
| <b>4. How often are you asked to<br/>answer questions that are at<br/>the end of stories in your<br/>book for English homework?</b> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> |
| <b>5. How often are you asked to<br/>learn spellings for English<br/>homework? .....</b>  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> |



	<i>Hardly ever, or never</i>	<i>A few times a year</i>	<i>A few times a month</i>	<i>Once or twice a week</i>	<i>Every day, or nearly every day</i>
6. How often are you asked to learn a poem off by heart? .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
7. How often are you asked to write a story or poem for English homework? .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
8. How often are you asked to look up information ( <i>in books, on the internet, etc.</i> ) for homework? .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
9. How often are you asked to read a book, e.g., a library book, for homework? ( <i>Don't count class textbooks.</i> ) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
10. How often do you borrow books from a <i>class or school</i> library? .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
11. How often do you borrow books from a <i>public</i> library? .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

**Here are some different kinds of things to read.  
Mark on each line the answer that suits you best.**



**12. How often do you read each of the following at home?**

	<i>Hardly ever, or never</i>	<i>A few times a year</i>	<i>A few times a month</i>	<i>Once or twice a week</i>	<i>Every day, or nearly every day</i>
a) Magazines or comic books .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
b) Stories or novels .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
c) Information books .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
d) Emails and web pages .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
e) Newspapers .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

*Here are some things that people say about reading and school.  
You might agree with some of the things and not with others.  
Mark on each line the answer that suits you best.*



	<i>Strongly Agree</i>	<i>Agree</i>	<i>Not Sure</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
13. 'I like reading' .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
14. 'Reading is boring' .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
15. 'I read only if I have to' .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
16. 'Reading is one of my favourite hobbies' .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
17. 'I like chatting to other people about books' .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
18. 'I find it hard to finish books' .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
19. 'I feel happy if I get a book as a present' .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
20. 'For me, reading is a waste of time' .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
21. 'I enjoy going to a bookshop or library'	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
22. 'I read only to get the information I need' .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
23. 'I cannot sit still and read for more than a few minutes' .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
24. 'I like to read stories about fantasy and make believe' .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
25. 'I like mystery stories' .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
26. 'I read a lot of adventure stories' .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
27. 'My teacher thinks I am a good reader'	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
28. 'My teacher expects me to do well in reading' .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
29. 'My teacher expects too much of me' ...	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
30. 'I read to learn more about things I am interested in' .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
31. 'If I am reading about an interesting topic, I sometimes lose track of time' ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Not Sure</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
32. 'I like to read about new things' .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
33. 'My friends think I am a good reader' ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
34. 'My parents tell me what a good job I am doing at reading' .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
35. 'I like people to tell me I am good at reading' .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
36. 'I like to visit the library with my family'	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
37. 'I sometimes read to my parents' .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
38. 'My friends and I like to swap things to read' .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
39. 'I talk to my friends about what I am reading' .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
40. 'I like to tell my family about what I am reading' .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
41. 'I don't like reading something when the words are too difficult' .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
42. 'Complicated stories are no fun to read' .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
43. 'I don't like it when there are too many people in the story' .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
44. 'I like hard, challenging books' .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
45. 'It is important for me to do well at reading' .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
46. 'I know I will be good at reading next year' .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
47. 'I am a good reader' .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
48. 'I learn more from reading than most other pupils in the class' .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
49. 'I can understand the most difficult school books I am asked to read' .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

**Here are some questions about watching TV, videos or DVDs,  
and playing computer games.  
Mark your answer by ticking the box under the answer that suits you best.**



## 50. ON A SCHOOL DAY...

**a) ...how many hours do you usually spend watching TV, videos or DVDs after school?**

<i>None on these days</i>	<i>Up to 1 hour</i>	<i>Between 1 and 2 hours</i>	<i>Between 2 and 3 hours</i>	<i>Between 3 and 5 hours</i>	<i>More than 5 hours</i>
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>

**b) ...how many hours do you usually spend playing computer games (like Gameboy, Xbox, Playstation, PC games) after school?**

<i>None on these days</i>	<i>Up to 1 hour</i>	<i>Between 1 and 2 hours</i>	<i>Between 2 and 3 hours</i>	<i>Between 3 and 5 hours</i>	<i>More than 5 hours</i>
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>

## 51. ON A SATURDAY OR SUNDAY...

**a) ...how many hours do you usually spend watching TV, videos or DVDs?**

<i>None on these days</i>	<i>Up to 1 hour</i>	<i>Between 1 and 2 hours</i>	<i>Between 2 and 3 hours</i>	<i>Between 3 and 5 hours</i>	<i>More than 5 hours</i>
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>

**b) ...how many hours do you usually spend playing computer games (like Gameboy, Xbox, Playstation, PC games)?**

<i>None on these days</i>	<i>Up to 1 hour</i>	<i>Between 1 and 2 hours</i>	<i>Between 2 and 3 hours</i>	<i>Between 3 and 5 hours</i>	<i>More than 5 hours</i>
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>

Think about when you are asked to read by yourself in English class and answer the questions below.

Mark on each line the answer that suits you best.



	<i>Never</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>
<b>52. BEFORE I READ...</b>				
a) ...I make some guesses about what will happen. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) ...I decide why I am going to read. ...	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) ...I ask questions I would like answered. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
d) ...I read the title to see what the story is about. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
e) ...I think about where the story might be taking place. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
<b>53. WHILE I READ...</b>	<i>Never</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>
a) ...I check to see if I understand what has happened so far. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) ...I see if I can answer the questions I asked before I started reading. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) ...I try to work out what will happen next. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
d) ...I re-read parts of the story I don't understand. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
<b>54. AFTER I READ...</b>	<i>Never</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>
a) ...I check to see if I found out what I wanted to from the story. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) ...I check the main points to see if I understood the story. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) ...I think about how I would have acted if I were the main character. ...	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
d) ...I compare the story to other stories I have read. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

**Here are some questions about school.**  
**Mark your answer by ticking the box under the answer that suits you best.**



**55. How much do you like school?**

*Like a lot*

☐ <sub>1</sub>

*Like*

☐ <sub>2</sub>

*Dislike*

☐ <sub>3</sub>

*Dislike a lot*

☐ <sub>4</sub>

**56. How far would you like to go in school?**

*Finish primary  
school*

☐ <sub>1</sub>

*Do the Junior  
Cert.*

☐ <sub>2</sub>

*Do the Leaving  
Cert.*

☐ <sub>3</sub>

*Go to College  
or University*

☐ <sub>4</sub>

*Don't know*

☐ <sub>5</sub>

**57. How far do you *actually* think you will go in school?**

*Finish primary  
school*

☐ <sub>1</sub>

*Do the Junior  
Cert.*

☐ <sub>2</sub>

*Do the Leaving  
Cert.*

☐ <sub>3</sub>

*Go to College  
or University*

☐ <sub>4</sub>

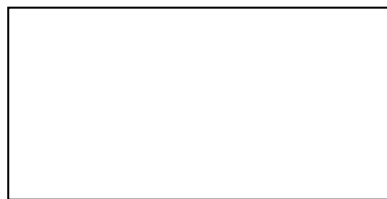
*Don't know*

☐ <sub>5</sub>

**Thank you for answering all these questions.**

# **Educational Research Centre**

**St Patrick's College, Dublin 9**



## **National Assessment of English Reading 2004**

*Questionnaire for  
Teachers of 5<sup>th</sup> Class*

©Educational Research Centre, 2004





The Educational Research Centre has been commissioned by the Department of Education and Science to conduct a study of English reading among children in Primary school. As part of this work, teachers are invited to complete a questionnaire concerning themselves, their classes and their approaches to instruction. Your co-operation completing this questionnaire would be greatly appreciated.

On completion, this questionnaire should be sealed in the envelope provided and given to the Inspector from the Department of Education and Science when s/he visits your school to oversee the administration of the assessment. The envelope will be sent unopened to the Educational Research Centre where analysis of returns will be carried out. All questionnaire responses will be treated in total confidence. Names of schools and other identification information will be deleted *before* analysis, in line with the Centre's policy on database management in national assessments.

***Please tick one box in reply to each question  
or follow later directions if they state otherwise.***

***Where a response such as a percentage or number is called for, an estimate is sufficient for  
the purposes of this survey.***

***Additional comments may be written in the space provided on page 15.***

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### General Information

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**1. Are you:**

Male ☐<sub>1</sub>

Female ☐<sub>2</sub>

**2.a) Are you currently employed on a permanent basis?**

Yes, I am a permanent teacher ..... ☐<sub>1</sub>

No, I am a temporary/substitute teacher ..... ☐<sub>2</sub>

**b) Is your teaching post...**

...Full-time? ☐<sub>1</sub>

...Job-share? ☐<sub>2</sub>

**3. For how many years have you been teaching (*excluding career breaks, etc.*)?**

\_\_\_\_\_ years

**4. Which of the following qualifications do you hold?**

*(Please tick **all** that apply.)*

- a) Diploma for National Teaching (NT) ..... ☐ <sub>1</sub>
- b) B.Ed. .... ☐ <sub>1</sub>
- c) Primary/Undergraduate degree other than B.Ed. .... ☐ <sub>1</sub>
- d) Postgraduate Diploma in Education (primary) .... ☐ <sub>1</sub>
- e) Higher Diploma in Education (H. Dip.) (post-primary)..... ☐ <sub>1</sub>
- f) Diploma in Remedial / Special Education / Learning Support ..... ☐ <sub>1</sub>
- g) Masters in Education (e.g., M.A. (Education), M.Ed.) ..... ☐ <sub>1</sub>
- h) Other qualification(s) ..... ☐ <sub>1</sub>

*If 'Other' please specify:* \_\_\_\_\_

**5. Which of the following class levels do you currently teach?**

<i>Junior Infants</i>	<i>Senior Infants</i>	<i>1<sup>st</sup></i>	<i>2<sup>nd</sup></i>	<i>3<sup>rd</sup></i>	<i>4<sup>th</sup></i>	<i>5<sup>th</sup></i>	<i>6<sup>th</sup></i>
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>

**6. How many boys and girls do you teach in 5<sup>th</sup> Class?**

\_\_\_\_\_ boys      \_\_\_\_\_ girls

**7. Is your 5<sup>th</sup> Class part of a multigrade class (e.g., combined 4<sup>th</sup>/5<sup>th</sup>)?**

**Please indicate whether your 5<sup>th</sup> Class is taught with higher or lower classes, or both.**

*Yes, with higher  
grades*

☐ <sub>1</sub>

*Yes, with lower  
grades*

☐ <sub>2</sub>

*Yes, with higher and  
lower grades*

☐ <sub>3</sub>

*No, is a single  
grade class*

☐ <sub>4</sub>

**8. How many in-career development days have you attended which focused on (i) the 1999 Primary School English Curriculum, and (ii) other aspects of English...**

*(Please write '0' (zero) if none.)*

*(i)1999 Primary  
School English  
Curriculum*

*(ii)Other  
aspects of  
English*

**a) ...in the past 5 years?**

\_\_\_\_\_

\_\_\_\_\_

**b) ...in the past 12 months?**

\_\_\_\_\_

\_\_\_\_\_

**9. How satisfied were you with the following aspects of the implementation of the 1999 Primary School English Curriculum?**

	<i>Very satisfied</i>	<i>Satisfied</i>	<i>Dissatisfied</i>	<i>Very dissatisfied</i>	
a) The <i>amount</i> of in-career professional development available to you .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	
b) The <i>quality</i> of in-career professional development available to you .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	
c) The work of the PCSP Cuiditheoirí, if used .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	N/A <input type="checkbox"/> <sub>5</sub>
d) Other school based support in implementing the curriculum .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	

**10.a) With respect to the following aspects of teaching English/the 1999 Primary School English Curriculum:**

**1) do you think the curriculum documents are useful, and**

**2) has coverage in PCSP in-career development days been adequate?**

*(Please tick the relevant box if your response is positive. Otherwise, leave blank.)*

	1) Curriculum documents useful?	2) Adequate PCSP coverage?
a) Developing oral language .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
b) Teaching word meanings (vocabulary) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
c) Teaching phonics.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
d) Teaching grammar.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
e) Teaching purposes and forms of writing.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
f) Developing spelling.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
g) Teaching reading comprehension.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
h) Teaching writing processes .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
i) Assessing reading.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
j) Assessing writing .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
k) Identifying reading difficulties.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
l) Dealing with reading difficulties.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
m) Teaching children's literature.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
n) Conceptualising English as four strands ( <i>Receptiveness, Competence / Confidence, Cognitive development, Emotion / Imaginative Development</i> ) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
o) Achieving balance between oral language, reading, and writing development .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
p) Achieving balance between literary, informational and representational (diagrammatical) text .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>

- 10.b) Please provide any other comments you feel are relevant concerning the English curriculum.

11. Other than formal parent-teacher meetings, in the current school year, how many of your 5<sup>th</sup> Class pupils' parents communicated with you either formally or informally, to discuss their child's progress in English?

(Note: Contact could include a letter, phone call, written note, e-mail, or visit. Please write '0' (zero) if none.) \_\_\_\_\_

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### Teaching English

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12. On average, how much time *per week* do you spend teaching English to 5<sup>th</sup> Class pupils (*i.e., oral language, reading, spelling, writing*)?

\_\_\_\_\_ hours \_\_\_\_\_ minutes

13. How often during English classes do you engage your 5<sup>th</sup> Class pupils in the reading and learning activities below?

	<i>Most days</i>	<i>Once or twice a week</i>	<i>Once or twice a month</i>	<i>Once or twice a term</i>	<i>Once or twice a year or less</i>
a) Silent reading .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
b) Oral reading to the class/groups .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
c) Listening to you read narrative text.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
d) Listening to you read informational text .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
e) Paired reading .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

14. How often do you provide instruction during English classes to pupils in 5<sup>th</sup> Class on the following?

	<i>Most days</i>	<i>Once or twice a week</i>	<i>Once or twice a month</i>	<i>Once or twice a term</i>	<i>Once or twice a year or less</i>
a) Interpreting diagrammatic texts ( <i>e.g., maps, charts, time-tables</i> ) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
b) Learning comprehension strategies such as inferencing, generalising and problem solving .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

**Question 14 continued.**

	<i>Most days</i>	<i>Once or twice a week</i>	<i>Once or twice a month</i>	<i>Once or twice a term</i>	<i>Once or twice a year or less</i>
c) Learning study strategies such as scanning, skimming and search-reading .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
d) Learning word-attack skills...	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
e) Developing reference skills (e.g., using encyclopaedias, dictionaries – electronic or book format) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

**15. How often do you engage your 5<sup>th</sup> Class pupils in the following writing activities?**

	<i>Most days</i>	<i>Once or twice a week</i>	<i>Once or twice a month</i>	<i>Once or twice a term</i>	<i>Once or twice a year or less</i>
a) Creative writing .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
b) Expository (informational) writing .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
c) Writing in response to reading (e.g., further advances of a character) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
d) Reading other pupils' writing .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

**16. Do you use adult volunteers help your 5<sup>th</sup> Class pupils with reading?**

Yes ☐<sub>1</sub>

No ☐<sub>2</sub>

**17. Which of these approaches do you prefer to use when teaching your 5<sup>th</sup> Class pupils?**

Use the same teaching methods with all pupils ☐<sub>1</sub>

Vary the teaching methods for different pupils ☐<sub>2</sub>

**18. About how often did you, over the past school year, make use of the following materials in English classes?**

	<i>Most days</i>	<i>Once or twice a week</i>	<i>Once or twice a month</i>	<i>Once or twice a term</i>	<i>Once or twice a year or less</i>
a) Published Reading Schemes .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
b) Children's literature (e.g., novels, stories, etc.) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
c) Reference materials (e.g., encyclopaedia, dictionaries, etc.) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
d) Informational materials (e.g., newspaper articles) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
e) Workbooks or worksheets .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
f) Documents (e.g., maps, menus, etc.) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

**19. With respect to your schemes of work for English, about how often do you prepare...**

	<i>Weekly or more often</i>	<i>Fortnightly</i>	<i>Monthly</i>	<i>Less often</i>
a) ...a short-term scheme?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
	<i>Monthly or more often</i>	<i>Term by term</i>	<i>Annually</i>	<i>Less often</i>
b) ...a long-term scheme?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

**20. How often do you engage your 5<sup>th</sup> Class pupils in the following activities regarding preparation for reading, comprehension during reading, and responses to reading?**

**a) Preparing for reading:**

<i>I engage pupils in...</i>	<i>Most days</i>	<i>Once or twice a week</i>	<i>Once or twice a month</i>	<i>Once or twice a term</i>	<i>Once or twice a year or less</i>
1) Discussing prior knowledge before reading .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
2) Identifying new words and their meanings .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
3) Setting goals for reading .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
4) Predicting what might happen in a story .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
5) Previewing the text before reading ..	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

## 20.b) Comprehension during reading:

<i>I engage pupils in...</i>	<i>Most days</i>	<i>Once or twice a week</i>	<i>Once or twice a month</i>	<i>Once or twice a term</i>	<i>Once or twice a year or less</i>
1) Confirming whether earlier predictions were correct .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
2) Altering expectations while reading ...	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
3) Making generalisations and inferences .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
4) Checking their own understanding of the text during reading .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
5) Re-reading problematic parts of the text .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

## c) Response to reading:

<i>I engage pupils in...</i>	<i>Most days</i>	<i>Once or twice a week</i>	<i>Once or twice a month</i>	<i>Once or twice a term</i>	<i>Once or twice a year or less</i>
1) Looking for cause-effect relationships	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
2) Looking for main idea or theme in the text .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
3) Relating own experience to the text .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
4) Discussing characteristics of different genres .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
5) Organising information ( <i>e.g., sequencing, categorising and outlining</i> ) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
6) Examining solutions to problems within the text .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
7) Comparing and contrasting .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
8) Dramatising stories .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
9) Diagramming story content ( <i>e.g., story-web</i> ) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
10) Discussion of the text, led by you .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
11) Pupil-led discussion of the text .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
12) Orally summarising the text .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
13) Identifying links between characters or events .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
14) Evaluating opinions and arguments in the text .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
15) Studying style or structure of the text	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

**21. How often do you organise your 5<sup>th</sup> Class English lessons in the following ways?**

	<i>Most lessons</i>	<i>Some lessons</i>	<i>Hardly ever</i>	<i>Never</i>
a) The <b>whole 5<sup>th</sup> class</b> is engaged in the same lesson/activity .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) <b>Large or small groups</b> of 5 <sup>th</sup> Class pupils are assigned different tasks .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) <b>Pairs</b> of 5 <sup>th</sup> Class pupils work together .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
d) <b>Conferencing</b> between teacher and pupil for individual instruction .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

**22. In English, do the same pupils in 5<sup>th</sup> Class stay in the same groups whenever there is group teaching?**

<i>Always</i>	<i>Sometimes</i>	<i>Never</i>	<i>Pupils in 5<sup>th</sup> Class not grouped</i>
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

**23. When assigning pupils in 5<sup>th</sup> Class to small groups for English, do you try to create mixed ability groups or to group together pupils with similar ability?**

<i>Similar ability groups</i>	<i>Mixed ability groups</i>	<i>Pupils in 5<sup>th</sup> Class not grouped</i>
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>

**24. If you teach a multigrade class (e.g., combined 4<sup>th</sup>/5<sup>th</sup>), do you group pupils from 5<sup>th</sup> Class with pupils from other classes?**

<i>Always</i>	<i>Sometimes</i>	<i>Never</i>	<i>N/A</i>
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

**25. About how many books are there in the class library in your classroom?**

\_\_\_\_\_ books

**26. About how many new books were added to your class library since last September?**

\_\_\_\_\_ books

**27. Of all the books in the class library, about what percentage are...**

a) Fiction? .....	_____ %
b) Non-fiction (e.g., history, biography)? .....	_____ %
c) Reference material (e.g., dictionaries, encyclopaedias)? .....	_____ %



**28. In general, how often do pupils in 5<sup>th</sup> Class use computers as part of their English instruction?**

<i>Daily</i>	<i>A Few Times a Week</i>	<i>A Few Times a Month</i>	<i>Rarely or Never</i>
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

**29. How do you integrate the use of computers into the teaching of English reading and writing?**

*(Please tick **all** that apply.)*

- a) Don't use when teaching English reading and writing ..... ☐<sub>1</sub>
- b) Teach basic word skills (*e.g., phonics, spelling skills*) ..... ☐<sub>1</sub>
- c) Teach higher order reading skills (*e.g., comprehension skills*) ..... ☐<sub>1</sub>
- d) Teach writing skills using word processing / publishing software ..... ☐<sub>1</sub>
- e) Teach information retrieval skills using web-based resources ..... ☐<sub>1</sub>

**30. On how many days a week do you usually assign English homework (*i.e., reading, spelling, writing or poetry*) to your 5<sup>th</sup> Class pupils?**

<i>One</i>	<i>Two</i>	<i>Three</i>	<i>Four</i>	<i>Five</i>
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

**31. In the past month, have you encouraged pupils in your 5<sup>th</sup> Class to do the following outside school?**

- |   |                                       |                                       |
|---|---------------------------------------|---------------------------------------|
|   | <i>Yes</i>                            | <i>No</i>                             |
| a) Engage in paired or shared reading with their parents? ..... | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| b) Discuss a book they've read with parents? .....              | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| c) Visit a public library? .....                                | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| d) Buy a book to read for enjoyment? .....                      | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |

**32. How do you assess your 5<sup>th</sup> Class pupils' progress in English reading and writing?**

*(Use the list below to describe the frequency with which you use each of the following assessment methods.)*

	<i>At least once a week</i>	<i>Once or twice a month</i>	<i>Once or twice a term</i>	<i>Twice a year</i>	<i>Once a year</i>	<i>Never</i>
a) Teacher-made test (e.g., spelling test).....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>
b) Teacher-made checklists .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>
c) Structured observations .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>
d) Pupils' class work, e.g. in their copybooks .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>
e) Progress tests or checklists accompanying reading schemes .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>
f) Standardised group tests .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>
g) Curriculum profiles .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>
h) Other .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>

*If 'Other' please  
specify:*

**33. In the last English lesson you taught to 5<sup>th</sup> Class pupils, about what percentage of time was spent on the following?**

*(Your responses should add up to 100%.)*

- a) Management/Discipline (e.g. calling for attention, settling pupils down after break etc.) ..... %
- b) Administration (e.g. distributing materials, etc.) ..... %
- c) Instruction (e.g. active instruction of the class, or pupils engaged in tasks under your supervision.) ..... %
- (= 100%)

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**Learning Support and Resource Teaching**

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**34. How familiar are you with the Department of Education and Science's *Learning-Support Guidelines*?**

*Very familiar*

☐<sub>1</sub>

*Somewhat familiar*

☐<sub>2</sub>

*Not familiar*

☐<sub>3</sub>

**35. Have you contributed to the development of school policy on the provision of Learning Support for English in this school?**

Yes

☐<sub>1</sub>

No

☐<sub>2</sub>

**36. With regard to meeting the needs of pupils in your 5<sup>th</sup> Class who are in receipt of Learning Support in English, how often do you do the following?**

*Please tick this box if none of your 5<sup>th</sup> class pupils are in receipt of Learning Support.*

☐ <sub>1</sub>

	<i>Most days</i>	<i>About once a week</i>	<i>Once or twice a term</i>	<i>Once or twice a year</i>	<i>Hardly ever or never</i>
a) Meet with the LS teacher to set learning targets and plan learning activities .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
b) Implement agreed learning activities .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
c) Maintain records relating to the agreed learning targets .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
d) Adjust pupils' class work in line with agreed learning targets and activities .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
e) Provide extra one-to-one tuition in basic reading skills .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
f) Meet with parents specifically to discuss ways to address their child's learning difficulty in English.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
g) Adjust homework assignments in line with pupils' learning targets ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
h) Provide extra support in reading/writing skills development in other subjects .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

**37. To what extent is there integration between what a pupil learns in your class and what the same pupil learns with his/her Learning-Support or Resource Teacher?**

*Complete integration*

☐ <sub>1</sub>

*Some integration*

☐ <sub>2</sub>

*A little integration*

☐ <sub>3</sub>

*No integration*

☐ <sub>4</sub>

*Not known*

☐ <sub>5</sub>

*N/A*

☐ <sub>6</sub>

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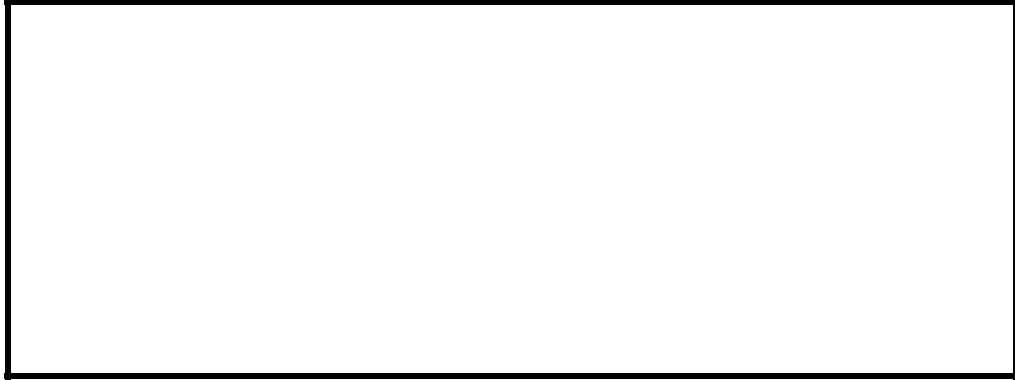
**Your School**

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**38. How much do you agree with the following statements?**

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
a) Time at staff meetings is used effectively .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) The morale of teachers in this school is low .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) I would not feel able to ask other members of staff for advice if I had a problem with my work .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
d) There is a strong 'sense of community' among the staff .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
e) This school's disciplinary policy is not applied consistently .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
f) Teaching staff are not sufficiently involved in decision-making .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
g) This school has a clear set of goals and priorities for discipline .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
h) This school has a clear set of goals and priorities for staff development .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
i) This school has a clear set of goals and priorities for teaching reading .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
j) School resources are used effectively for the teaching of English .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
k) There is a positive attitude in this school toward the ideas in the <i>1999 Primary English Curriculum</i> .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

**39. Please provide any additional comments here.**

A large, empty rectangular box with a black border, intended for the respondent to provide additional comments.

***Thank you for your co-operation and assistance.***

