



Main Study

School Coordinator Manual

Table of Contents

Introduction	1
1 Your Role as the School Coordinator	2
1.1. PIRLS 2026 Forms	3
1.2. Steps for Working with the National Center.....	5
2 Identifying Classes, Teachers, and Students	6
2.1. Completing the Class Listing Form	6
2.2. Completing the Student Listing Form	6
3 Preparing for the Test Administration.....	10
3.1. Scheduling the testing dates	10
3.2. Informing parents/guardians	10
3.3. Arrangements for the testing sessions	10
3.4. Timing of the testing sessions	11
4 Tasks Upon Arrival of the Testing Materials.....	13
4.1. Administering the School Questionnaire	13
4.2. Administering the Teacher Questionnaire.....	14
4.3. Administering the Home Questionnaire	14
5 Tasks on the Testing Day	16
5.1. Before the testing session.....	16
5.2. During the Testing Session	16
5.3. Completing the Student Tracking Form	19
5.4. After the Testing Session.....	21
Appendix A: Test Administration Form	23

Introduction

Thank you for agreeing to be a School Coordinator for the IEA's Progress in International Reading Literacy Study (PIRLS).

The International Association for the Evaluation of Educational Achievement (IEA) is an independent international cooperative of national research institutions and government agencies that has been conducting studies of cross-national achievement since 1959.

PIRLS is an international assessment of reading comprehension at the fourth grade that has been conducted every five years since 2001. More than 60 countries are participating in PIRLS 2026. **Cyprus** is among the countries participating in this important project.

In **Cyprus**, a sample of 150 schools has been selected. Within each of the sampled schools, when possible, two fourth grade classes will be selected to participate. Based on initial information, which you as School Coordinator will be asked to provide, the national center will select the class(es) and provide you with the required assessment instruments and materials.

Every student in the selected class(es) will be asked to participate in an achievement testing session and to complete a Student Questionnaire in digital format. All students will also receive the Early Learning Survey (Home Questionnaire) to be completed by their parents or guardians. Additionally, teachers who are teaching reading/language to the selected students will receive a Teacher Questionnaire, and the school principal will receive a School Questionnaire.

Please note that the study is not in any way an effort to evaluate the performance of individual students, teachers, or school principals. No data will be published that will enable individual students, teachers, or schools to be identified.

To document the quality of the administrative procedures, the National Center will send Quality Assurance Monitors to a random selection of 10% of the participating schools. Furthermore, the IEA will also send International Quality Assurance Monitors to 15 of the participating schools. These observers will not interfere in the testing in any way. Their responsibility is only to observe whether the standardized procedures described in this manual and the Test Administrator Manual (provided later) are followed. It is very important that you provide us with up-to-date information about the dates and times of the testing sessions so that these visits can be scheduled accordingly.

1 Your Role as the School Coordinator

Your responsibility as a School Coordinator for PIRLS 2026 is to assist us in identifying classes, teachers, and students in the selected school and ensuring the correct distribution, completion, and collection of the administrative and testing materials. You also have an overall responsibility for the administration of the achievement test and context questionnaires in your school.

In particular, your work will include the following:

- *Completing the Class Listing Form, i.e. a list of fourth-grade classes and their reading/language teachers.*
- *Completing the Student Listing Form(s) (see Chapter 2.2, Table 2: Student Listing Form).*
- *Multiplying and sending the Leaflet “Information for Parents” to the parents of the selected classes via their children (this leaflet will be sent to you electronically).*
- *Working with the school principal and the IT administrator/specialist to check the availability of computers and prepare the available computers for PIRLS administration.*
- *Working with the school principal, the Test Administrator, and the teachers to plan the testing day (e.g., arranging rooms, times, classes, and testing materials).*
- *Working with the Test Administrator to complete the Student Tracking Form (see Table 5) and the Test Administrator Form (see Appendix A).*

1.1. PIRLS 2026 Forms

PIRLS relies on several forms to sample classes, assign assessment instruments, and track the participation status of the respondents. It is very important that they are completed accurately. This manual provides guidelines for completing these forms. All forms will be provided in MS Excel format and can be completed and submitted to the National Center electronically. If you have any questions about the completion of these forms, please contact the National Center.

The PIRLS forms are the following:

- ***Class Listing Form***
- ***Student Listing Form:*** *The National Center will prepare a Student Listing Form for each sampled class and send it to you for completion. You will be asked to list students in the sampled classes (see Tables 1 and 2).*
- ***Student Tracking Form:*** *The National Center will prepare a Student Tracking Form for each sampled class and send it to you for completion by the Test Administrators during test administration. The Test Administrators will use this form to access Student IDs and passwords for logging students into the assessment system, and to indicate student participation (see Table 3).*

Check digital devices for PIRLS 2026 - Instructions

You will be provided with instructions on preparing digital devices allocated for PIRLS administration in your school. The instructions are uploaded on the PIRLS 2026 website: <https://pirls.pi.ac.cy> > Ιστοχώρος για σχολεία/Σχολικοί Συντονιστές/School Coordinators

It is strongly recommended to cooperate with the school IT coordinator, in order to correctly report the results to the National Center.

Other PIRLS Forms

The following forms are provided for your information. They will be completed by the Test Administrators and will also be sent to you electronically.

Test Administrator Manual

You will be provided with the Test Administrator Manual, which describes the role of the Test Administrator, as well as the procedures of the assessment and Student Questionnaire administration. The manual also describes how to return the testing materials and completed Student Tracking Forms to the National Center.

Test Administration Form

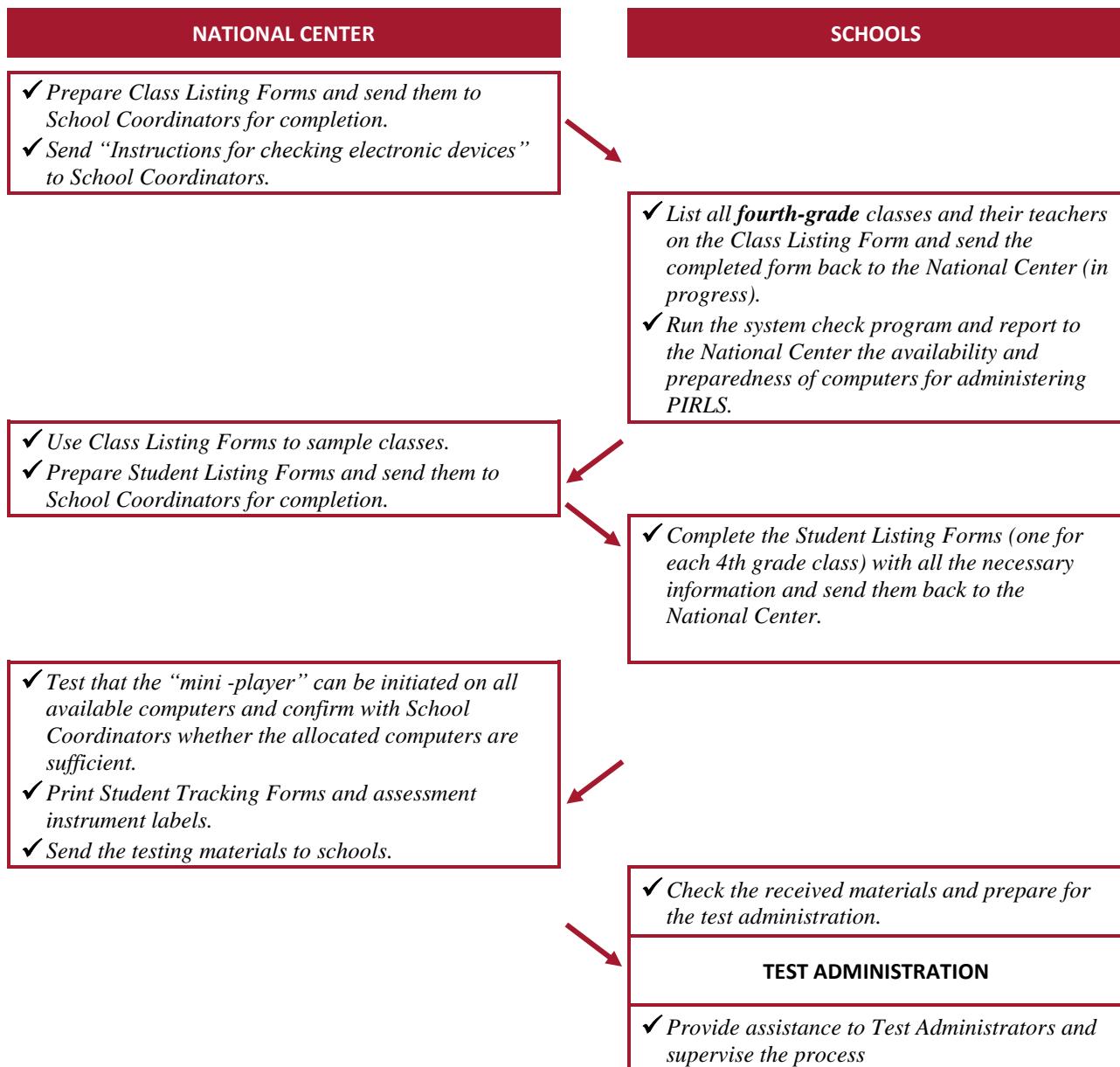
A Test Administration Form (see Appendix A) should be used during each test administration session. The Test Administration Form will be provided in Excel format. The Test Administrator will be asked to document the timing of the testing session and answer a few questions on any special circumstances or problems during the assessment administration.

Student Response Rate Form

A Student Response Rate Form should be used to calculate and document the student participation rate for each test administration session in order to determine if a make-up session is necessary. Make-up sessions should be conducted if less than 90% of the students in the selected class were present during the testing session.

1.2. Steps for Working with the National Center

The following diagram illustrates the major steps for working with the National center to exchange information in order to sample classes and prepare for the test administration. These steps are explained in detail throughout this document. The column on the left lists activities to be conducted by the National Center, and the column on the right lists activities to be carried out by you, the School Coordinator.



2 Identifying Classes, Teachers, and Students

At least one fourth-grade class will be selected within each school, and all students in the selected class(es) will be assessed.

2.1. Completing the Class Listing Form

This step is in process.

2.2. Completing the Student Listing Form

After completing the Class Listing Form, you must complete the Student Listing Form (one for each Grade 4 class at your school). First, you must fill in the names of all students (Column 1). Please write the surname first, followed by the first name of the student, leaving a space between them. For each student, you must fill in the date of birth (Column 3), gender (Column 4) — using code 1 for girls and code 2 for boys — as well as the exemption code (Column 5) as described below.

Using pseudonyms instead of Names

For confidentiality reasons, please create and use pseudonyms for students as follows:

- Prepare two versions of the Student Listing Form for each class: one with sequential numbers and student names and the other with students' pseudonyms. The students on both sheets must be listed in the same order, and the rest of the information should be identical on both versions of the forms.
- Send the version with pseudonyms to the National Center. Keep temporarily the version with student names in the school and use it to identify students in the Student Tracking Forms during the test administration later on.

Guidelines for replacing student names with pseudonyms

- Use the initial of the surname and the name of a student (i.e. Andreou George → AG).
- Use the sequence number of this student (i.e. Andreou George → AG01).
- Use the gender of the student, code 01 if the student is a female, and code 02 if the student is a male.
- Therefore the pseudonym for Andreou George is: AG0102

Exclusion status categories

The PIRLS study aims to be as inclusive as possible. Students with special needs, who can participate with help of special accommodation, should NOT be excluded (see Section 5.2).

If a student is to be excluded from testing, you are asked to indicate the exclusion status in Column 5 on the Student Listing Form. It is the responsibility of the school officials to ensure that only students meeting the conditions for exclusions are excluded. Students whose parents do not permit them to participate should not be assigned an exclusion code. When in doubt, the student should always be included.

You should use the following codes to indicate the reason for exclusion:

Code 1	Students with functional disabilities —These are students who have long-term physical disabilities that prevent them from participating in the PIRLS testing. Students with functional disabilities who can participate should be included and accommodated in the assessment situation, rather than excluded.
Code 2	Students with intellectual disabilities —These are students who are considered, in the professional opinion of the school principal or by other qualified staff members of the school, to have severe intellectual disabilities or who have been officially diagnosed as such. This includes students who are emotionally or mentally unable to follow even the general instructions of the test and/or are usually not included in any achievement testing in their class. <i>Students should not be excluded solely because of poor academic performance or disciplinary problems. It should be noted that students with learning disabilities (e.g., Dyslexia or similar difficulties) should be included and accommodated in the assessment situation, rather than excluded.</i>

Code 3 **Students facing a severe language barrier**—These are students who are unable to read and understand the language(s) of the test and would be unable to overcome the language barrier in the test situation, unable to follow even the general instructions of the test. Typically, a student who has received at least one year of instruction in the language(s) of the test should participate.

Please return your completed Student Listing Form (s) (one for each class in your school) within one week. Examples of completed Student Listing Forms are provided in Tables 1 (with names) and 2 (with pseudonyms).

Table 1: Example of a Completed Student Listing Form (with names)

PIRLS 2026 Student Listing Form						
Country	Cyprus					
School Name	Public Primary School					
School ID	7050					
Class Name	D1					
Teacher Name	PAD1					
Gender (column 4): 1 = Female, 2 = Male Exclusion Status (column 5): 1 = Students with functional disabilities, 2 = Students with intellectual disabilities, 3 = Students facing a severe language barrier						
①	②	③	④	⑤		
Student Name	Sequence Number	Date of Birth			Gender	Exclusion Status
		DD	MM	YYYY		
Avraamidou Amalia	1	18	12	2015	1	
Antoniou Aphrodite	2	13	08	2016	1	1
Antoniou Dimitris	3	28	11	2015	2	
Vellidou Thalia	4	05	04	2016	1	
Georgiou Andrea	5	17	07	2016	1	
Despoti Elli	6	10	03	2016	1	
Erotokritou Panagiotis	7	22	05	2016	2	

Table 2: Example of a Completed Student Listing Form (with pseudonyms)

PIRLS 2026 Student Listing Form						
Country	Cyprus					
School Name	Public Primary School					
School ID	7050					
Class Name	D1					
Teacher Name	PAD1					
Gender (column 4): 1 = Female, 2 = Male Exclusion Status (column 5): 1 = Students with functional disabilities, 2 = Students with intellectual disabilities, 3 = Students facing a severe language barrier						
①	②	③	④	⑤		
Student Pseudonym	Sequence Number	Date of Birth			Gender	Exclusion Status
		DD	MM	YYYY		
AA0101	1	18	12	2015	1	
AA0201	2	13	08	2016	1	1
AD0302	3	28	11	2015	2	
VT0401	4	05	04	2016	1	
GA0501	5	17	07	2016	1	
DE0601	6	10	03	2016	1	
EP0702	7	22	05	2016	2	

3 Preparing for the Test Administration

3.1. Scheduling the testing dates

The PIRLS 2026 Main Study is scheduled for the period **April 21st - May 29th 2026**. The National Center will notify you about the testing date about two weeks before.

3.2. Informing parents/guardians

A month before the testing session, you will receive the the document titled ***Information for Parents***. Please print it, multiply it and distribute it to the fourth-grade students who are included in the Student Tracking Form, in order to give it to their parents/guardians.

Additionally, on the PIRLS 2026 website (<https://pirls.pi.ac.cy> > Προστασία Δεδομένων/Data Protection) Data Protection Declaration documents are uploaded, complying with General Data Protection Regulation (GDPR) of Europe. It is recommended for the parents/guardians to read them. Our target is the participation of all fourth-grade students included in the Student Tracking Forms.

3.3. Arrangements for the testing sessions

For each testing session, you will need to arrange a room that is quiet, spacious, and allows students to work without distractions. There should be enough aisle space to allow the Test Administrator to move quietly between the students while they work and enough seating space for the number of students that will be tested. Although the teachers of the participating classes will not be the Test Administrators, they are expected to be present in the classroom during the testing session. Each school is expected to provide the students who will not participate in the study with material to work with during the testing session.

Since PIRLS is conducted electronically (online), an internet connection is required.

3.4. Timing of the testing sessions

As the School Coordinator, you are responsible for arranging the required amount of uninterrupted time for each testing session. Each testing session, including the necessary preparations and both the Achievement Test and Student Questionnaire sessions (including breaks), should require about 3 hours.

It is essential to strictly follow the time limits of the testing session indicated in this section of the manual. The actual timing of the testing sessions and Student Questionnaire administration should be recorded by the Test Administrator on the Test Administration Form (Appendix A).

The Achievement Test administration to the students is divided into two parts. After the test, students will be asked to complete the Student Questionnaire. Both parts of the Achievement Test and the Student Questionnaire have to be administered to students on the same day, with a short break in between.

The timing of the testing sessions should be as follows:

Time	Activity	Duration
07:45-08:25	Entry of students into the classroom – Basic instructions for the PIRLS 2026 assessment provided by the classroom teacher. Preparation of the students, reading of instructions by the Test Administrator	40 min
08:25 - 09:05	Achievement Test Part 1	40 min
09:05 - 09:25	Break	20 min
09:25 - 09:30	Preparation of the students for the second part, reading of instructions by the Test Administrator	5 min
09:30 - 10:10	Achievement Test Part 2	40 min
10:10 - 10:30	Break	20 min
10:30 - 11:00	Student Questionnaire (instructions and completion)	30 min
11:00	End of the testing time	---

There is an on-screen clock within the PIRLS Player for each student to keep track of the time remaining for the achievement test. Please note that due to slight variations in log in times for each section, not all of the students will have the same amount of time remaining. Students should be instructed to follow the amount of time indicated on the on-screen clock within their individual player. Students will be automatically logged out when the time is up.

If any students have completed Part 1 or Part 2 of the test before the time allowed is up, they may use the time to review their answers to the items within the corresponding part of the test. It is highly advisable for students to remain in the testing room until the testing time is over. You might either provide Test Administrators with some activities sheets for students to work on, or instruct Test Administrators to suggest that students have a book easily available to read quietly in such cases. Students are not allowed to leave the testing room (unless there is an urgent need), as this could lead to low participation rates in the remaining parts of the assessment. However, if a student needs to leave the room for an emergency, his or her device should be left with the PIRLS Player or Student Questionnaire running, checking that it is kept secure from another student accessing it during the absence of the tested student.

4 Tasks Upon Arrival of the Testing Materials

When you receive the testing materials from the National Center, you should check them to make sure everything is included, keep them secure at all times, distribute the cover letters for the Teacher Questionnaire(s) and School Questionnaire, and make arrangements for the testing sessions and Student Questionnaire administration.

Each school's package includes:

- *A Cover Letter (with access codes and printed directions), for the online School Questionnaire, for the School Principal.*
- *Cover Letters (with access codes and printed directions), for the online Teacher Questionnaires, for each Language Teacher of the selected PIRLS classes.*

For each selected class, the package includes:

- *the Student Tracking Form*
- *the Cover Letters (with access codes and printed directions), for the online Parent/Guardian Questionnaire*
- *a form with the URL for the PIRLS Player and the URL for the Student Questionnaire*
- *Labels including information about the students (pseudonym, ID and password).*
- *Student Tracking Form (s)*

If you do not receive the research material 10 days before the scheduled assessment day at your school, please contact the PIRLS National Center immediately at: pirls@cyearn.pi.ac.cy

As a School Coordinator, you are responsible for the secure storage of the materials at your school. These materials must not be photocopied or reproduced in any way. They should be kept locked in a secure location when not in use.

4.1. Administering the School Questionnaire

The School Questionnaire will be completed online by the School Principal. The Cover Letter you will receive contains directions and information for the Principal on accessing the online Questionnaire (Questionnaire's URL, School ID and Password).

You should let the school Principal know that the Questionnaire takes approximately 30 minutes to complete and should be completed no later than the date of the test administration. The Principal should keep the Cover Letter until he/she completes the online Questionnaire and presses the submit button.

4.2. Administering the Teacher Questionnaire

The Teacher Questionnaire will be **administered and submitted online**. You must provide the Cover Letters only to the English Language teachers of the selected classes, as no changes or substitutions are allowed. The Cover Letter includes the access codes (Teacher ID and Password) and the relevant instructions for completing the electronic questionnaire. The label on the envelope of the Cover Letter will display the Teacher ID in order to protect anonymity.

You must inform the teachers that completing the questionnaire takes approximately 30 to 45 minutes. Participating teachers must keep the Cover Letter until the questionnaire is fully completed and the responses are submitted. The Teacher Questionnaire must be fully completed and submitted online no later than the date of the test administration. The questionnaire can be completed on any device connected to the Internet, including a mobile phone.

4.3. Administering the Home Questionnaire

The Home Questionnaire will be **administered and submitted online (a paper option will be provided when absolutely needed)**. You should distribute the Cover Letters to the students of the selected classes to take home to his/her parents/guardians, as soon as the materials arrive at the school. The Cover Letter includes the access codes for parents/guardians (Student ID and Password) and the relevant instructions for completing the online questionnaire. The label on the envelope of the Cover Letter will display the Student ID in order to protect anonymity. The questionnaire can be completed on any device connected to the Internet, including a mobile phone.

In case a parent/guardian cannot -for any reason- fill in the online questionnaire, please contact the National Center within a week, so that a paper version of the Home Questionnaire will be sent to you. If parents/guardians have not completed the questionnaire (online or paper) within one week, a follow-up telephone call (or message or email) to remind parents should be made to encourage them to submit the completed questionnaire.

In case of the completion of paper questionnaires, you should complete the return status of the Home Questionnaire on the corresponding Student Tracking Form (you will receive this electronically).

You should use the following codes to record the return status of the Home Questionnaire in the Student Tracking Form:

Code P	Returned paper
Code N	Not returned or not applicable (e.g., denied parental permission, student left school, or student did not participate)
Code O	Online administration

5 Tasks on the Testing Day

There might be one or more testing days in your school (e.g., possible make-up sessions). Your major tasks for each testing session are described in the sections below.

5.1. Before the testing session

The Test Administrators will arrive at your school approximately 30 minutes before the testing session. You and the Test Administrator will need to set up the room that will be used. Each student to be tested should have a workstation with a fully equipped computer/device, previously evaluated for PIRLS compatibility, with an external keyboard, a mouse, internet connection and connected to power.

Make sure that the Test Administrator has the following materials:

- *The Test Administrator Manual*
- *Access to the PIRLS Player and the Student Questionnaire (URL)*

The Test Administrators are expected to receive the following by you:

- *The Student Tracking Form for the selected class*
- *The Test Administration Form*
- *PIRLS login labels as shown in the Student Tracking Form for the selected class*

In addition, please work with the Test Administrators to place the student login labels (as listed in the Student Tracking Form of the selected class) on the electronic devices that will be used for the PIRLS testing.

5.2. During the Testing Session

Please make sure everything runs smoothly and help the Test Administrator if he or she has any problems. In addition, check that the Test Administrator properly completes the Student Tracking Form and the Test Administration Form.

Please note that for all testing sessions, students must store away all their electronic devices other than the device used for the PIRLS 2026 testing for the duration of the test administration.

Students with special arrangements

As already mentioned in Chapter 2.2, PIRLS study aims to be as inclusive as possible. Students with special educational needs who can participate with the help of special arrangements should NOT be excluded.

If your country has a special policy for handling testing differently for students who are conceptually capable of taking the test but unable to access it because of a special need, such as hearing or visual impairment, another physical impairment, or a learning disability, you should apply the same policy to the PIRLS testing. **Please note that, because PIRLS is a reading test, reading text/items aloud to students is not permitted for the achievement test.**

In the PIRLS Player, it is possible to disable the automatic timing of the Achievement Test by adding an asterisk "*" at the end of the student's password (e.g., 66386*) when logging into the player. Some special educational needs students needing more time might also need additional breaks.

In addition to the PIRLS Player allowing for more time, the following table lists some examples of accommodations for helping students with different special needs to participate in PIRLS. This table lists examples; it is not meant to be exclusive or restrictive, as there can be many different special needs and thus accommodations needed. Multiple accommodations might be necessary to a student/group of students. Many of the accommodations mentioned would likely benefit from also having individual or very small group testing sessions.

Special Needs	Accommodations
Students with visual impairment	The text and images on the screen can be made larger using the browser zoom function (Ctrl+ or touch screen zoom).
Students with hearing impairment	The test itself does not require any audio. However, a sign-language interpreter might be needed for the administration script/directions. In instances where a student has less severe hearing impairment, make sure to seat the student as close as possible to the Test Administrator reading the administration script/directions.
Students overly sensitive to noise (e.g., hyperacusis)	After completing the administration script/directions, students may use noise-cancelling headphones or do the test in a separate quiet room with a one-on-one Test Administrator.
Students with difficulty concentrating or working with a large group of students (e.g., anxiety disorders, ADHD, depression, adjustment disorders, students on the autism spectrum)	Such students should work on the PIRLS test in a very small group or have an individual testing session. In addition, the Test Administrator should be a familiar teacher/staff and/or such a person should be present during the testing session. Students may appreciate additional reassurance during the test and reminders/help (without content support).

Special Needs	Accommodations
Students with learning difficulties (e.g., dyslexia, dysgraphia) Students with short-term injuries, otherwise present and able to participate	For the PIRLS test, scribing for a student is allowed.
Students with miscellaneous intellectual disabilities	In addition to the possible accommodations listed for the other examples, students can have as many reminders and as much help on navigating the test and items as needed during the test (without content support).
Students facing language barrier	If a student has received instruction in the language of the test for at least one year but still faces a moderate language barrier, the student may use a paper dictionary and/or have more time as special accommodation rather than be excluded.

There is a special code 'SA' to be used in the Student Tracking Form (column 8) to document the participation status of the students who have participated with special accommodation:

SA Code: Participated with special arrangements

The accommodation(s) provided for each testing session should be specified on the Test Administration Form (Question 17, Appendix A).

5.3. Completing the Student Tracking Form

The Student Tracking Form is very important to the assessment's administration. In particular, it specifies each student's Student ID and Password for logging into the PIRLS Player and Student Questionnaire, and Test Administrators will use it to record student participation status. The Test Administrators will record the students' participation status in this form.

The column dedicated to recording student participation status (Column 7) is divided into two sections: one for the main or regular session and the other (shaded) for a make-up session if one is being held. A make-up session should be held if the student response rate is below 90% in the class.

The Test Administrator should code the participation status of the students as follows:

Code C	Student participated in the session
Code SA	Student participated in the session with special arrangements (add a note describing the arrangements)
Code A	Student was absent from the session
Code P	Parental permission was denied
Code NA	Student had left school permanently.

A student should be marked as having participated even if he or she was present during only one of the two parts of the achievement testing session. No participation code needs to be marked for students who were excluded from the assessment.

Please also identify the achievement session number in Column 7 of the Student Tracking Form. If all students in the class are assessed together in one achievement testing session, you may leave the column blank or enter "1" for the entire class. If multiple sessions are held, assign "1" for each student taking part in the first session, "2" for each student taking part in the second session, etc.

An example of completed Student Tracking Form is provided in Table 3.

Table 3: Example of a Completed Student Tracking Form

PIRLS 2026 - Student Tracking Form								
School Name:		Country:						
Public Primary School		Cyprus						
		[a]	[b]	[c]	[d]	[e]		
		School ID	Student ID	Class Name	Grade	Language of Test		
		7050	705001	D1	4	English		
<p>Gender (column 5): 1 = Female; 2 = Male</p> <p>Exclusion Status (column 6): 1 = Students with functional disabilities; 2 = Students with intellectual disabilities; 3 = Students facing severe language barrier</p> <p>Participation Status (column 7): C = Participated; SA = Participated with special arrangements; A = Absent; P = No parental permission; NA = Left school permanently</p> <p>Session Number (column 8): Session number, if PIRLS is administered in more than one session</p> <p>Return Status of the Home Questionnaire (column 9): N = Not returned or not applicable; P = Returned paper; O = Online</p>								

①	②	③	④	⑤	⑥	⑦		⑧	
						Participation Status			
						Main Session			
Student Pseudonym	Student ID	Password	DD	MM	YYYY	Gender	Exclusion Status	Return Status of HQ	
AA0101	70500101	13885	18	12	201	1	C	1	
AA0201	70500102	14208	13	08	201	1	A	1	
AD0302	70500103	15145	28	11	201	2		1	
VT0401	70500104	16090	05	04	201	1	A	1	
GA0501	70500105	17312	17	07	201	1	C	1	
DE0601	70500106	18305	10	03	201	1	C	1	
EP0702	70500107	11656	22	05	201	2	NA	1	
							NA	NA	

5.4. After the Testing Session

Since PIRLS 2026 is administered online, the data are uploaded automatically by exiting the player and Student Questionnaire. After the assessment is completed, make sure (in cooperation with the Test Administrator) that the Test Administration Form and the Student Tracking Form have been completed accurately. These forms will be returned to the National Center by the Test Administrators.

If you have any questions or concerns, please contact PIRLS 2026 National Center.

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**Thank you again for your help in conducting this important
international study.**

Appendix A: Test Administration Form

PIRLS 2026

Test Administration Form

Class ID:

[1] School Name:

[2] Class Name:

[3] School Coordinator Name:

[4] Test Administrator Name:

[5] Test Administrator's Position:
 PIRLS national center staff
 School personnel other than the teacher of the selected class
 Other, please describe

[6] Type of testing session: Regular Session Number Make-up

[7] Date of testing: DD: Day of testing MM: Month of testing

Test Administration Questions

[8] At what time did you start reading the Test Administration script to the students?

[9] At what time did students begin working on Part 1 of the achievement test?

[10] How long was the break between Part 1 and Part 2 of the achievement test (minutes)?

[11] If there was a break between the achievement test and Student Questionnaire session, how long was it? If different date, please specify.

[12]

Were there any special circumstances or unusual events during the testing session (e.g., loud noises, students leaving or disturbing the testing session, fire or smoke alarms, etc.)?

[13]

Did students complain about any particular problems with the test (e.g., test too difficult, confusing, struggling with any particular task, etc.)?

[14]

Were there any problems with the testing materials (e.g., Student Tracking Forms, missing materials)?

[15]

Were there any technical problems that prevented data collection from any of the students? If so, please provide Student IDs.

[16]

Did any technical problems, such as speed of the test software or malfunctioning keyboards/mice, occur during the testing that seemed to frustrate students or prevent them from giving their "best" responses?

[17]

Were there any students requiring special accommodations (e.g., students with visual or hearing impairment, dyslexia, etc.)? If yes, please describe accommodation(s) provided.

[18]

Did a Quality Control Monitor observe the testing session?



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COLLEGE

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