

# 國家教育研究院 函

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主旨：檢送我國參加IEA「促進國際閱讀素養研究（PIRLS）2026」國家調查執行團隊徵選計畫書及相關附件1份，投件截止日為112年10月2日（星期一）17時30分（以送達時間為準），請協助公告並鼓勵踴躍投件，請查照。

說明：

- 一、本院接受教育部國民及學前教育署委託辦理IEA「促進國際閱讀素養研究（PIRLS）2026」國家調查執行團隊徵選。
- 二、本案徵求期程自公告日起至112年10月2日（星期一）17時30分止，請依本院檢附計畫書與經費表格式繕打，並檢附書面一式5份及電子檔光碟1份，由機關具文提出申請。
- 三、本案執行期程自112年11月1日起至117年10月31日止，相關計畫執行重點需求與計畫審查重點，請詳閱本計畫之計畫徵求說明書，亦可至國際大型教育評比調查專案辦公室（網址：<https://cirn.moe.edu.tw/Module/index.aspx?sid>



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正本：中央研究院、公立大專院校

副本：教育部國民及學前教育署、本院測驗及評量研究中心

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# 我國參加「IEA 促進國際閱讀素養研究 2026 (PIRLS 2026)」

## 國家調查執行團隊計畫徵求說明書

### 壹、案名

我國參加「IEA 促進國際閱讀素養研究 PIRLS 2026 (含PIRLS Longitudinal option)」國家調查執行團隊徵求計畫

### 貳、背景及說明

教育部為參加國際教育成就評量學會 (The International Association for the Evaluation of Educational Achievement, IEA) 主辦之促進國際閱讀素養研究 (The Progress in International Reading Literacy Study, PIRLS) 2026, 特公開徵求國內調查執行團隊。邀請具執行大型教育評比調查實務經驗與研究專業之大專院校及研究機構, 以同校、跨校等方式組成研究團隊, 提出計畫申請。

參、計畫期程：本案期程自 2024 年 1 月 1 日起至 2028 年 12 月 31 日止 (以國教署簽約期程為主)。

### 肆、計畫執行重點需求：

#### 一、組成 PIRLS 2026 國家研究中心

組成包括研究、行政、調查執行團隊成員之 PIRLS 2026 國家研究中心, 綜整所有調查事務及職責, 計畫主持人需擔任國家執行團隊主持人 (National Research Coordinator, NRC) 負

書與 IEA PIRLS 國際調查中心聯繫與合作。

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## 二、抽樣

1. 提供我國小學四年級學生之抽樣架構供IEA 進行學校抽樣（含預試及正式施測）。
2. 以PIRLS總部要求進行樣本學校內之學生抽樣（含預試及正式施測）。

## 三、調查工具準備

1. 與PIRLS 計畫各參加國共同協商發展全球性調查工具。
2. 在 IEA 規範下，適切增修符合我國國情之背景問卷題項。
3. 在IEA 規範下，進行調查工具（含測驗工具、背景問卷題目與電腦化介面）之中文翻譯。

## 四、進行調查

1. 進行我國小學四年級群學生閱讀領域的能力調查研究；本次調查PIRLS 2026新增長期追蹤參加項，透過參加PIRLS Longitudinal option，將參與PIRLS 2026小學四年級學生的樣本表現作為基線，於1年後對同批學生在五年級時，再次進行評比，皆採線上評量。
2. 預計2025年預試，2026年正式施測。

五、參加IEA舉行之NRC會議及訓練研習。每次參加人數2人，並請以IEA本部所在地（荷蘭阿姆斯特丹）預估經費。

## 六、報告撰寫

我國參與PIRLS調查之資料，深入分析，進行相關研究，其內容應包含（但不限於）：

1. 學生閱讀素養分析
2. 學生閱讀素養趨勢分析
3. 學生閱讀素養與國際比較研究
4. 回應我國學生課綱學習表現並給予教師教學上之建議
5. 閱讀教學政策推動之建議
6. 以上分析結果應於IEA正式公佈結果前 1 個月，完成調查結果分析、與國際比較及對政策建議等之中、英文精簡報告；並於正式公佈結果日起 6 個月內完成中文完整國家報告後，繳交本院進行外部專家審查後出版。
7. 研究團隊須於IEA正式公佈結果前 1 個月，提供國內記者會簡報及新聞稿，並義務性參加與IEA 同步之國內正式調查結果公佈記者會與會前會，計畫執行期間並需配合教育部不定期提供計畫相關問題之回應。

七、依國教署要求建置及維運 PIRLS 2026 中文網頁。

八、需組成專家小組進行內部品質管控機制，並審查各項工具及文件中譯本的適切性。

#### 伍、計畫申請

- 一、申請本計畫，請依規定將相關資料（紙本1式5份）請於**2023年10月2日17時30分前**寄達申請資料（地址：237201 新北市三峽區三樹路2號，國際評比辦公室收），並由機關具文提出申請，執行期間從**2023年11月1日起至2027年10月31日止**。

二、本案通過後，將由教育部逕與研究團隊簽屬行政協議書，並核撥經費。其他未盡事項及相關經費編列依據，請參考「教育部委辦及補助編列基準表」及「教育部委辦及補助核撥結報作業要點」規定辦理

三、本計畫為本院協助教育部國民及學前教育署（以下簡稱國教署）徵選團隊，確認後將以行政協助方式，由國教署向獲選團隊進行協議書簽約、採逐年方式經費審查及經費付款事宜。

四、本計畫經費將視審核結果進行調整，並應各年度相關公務預算經行政院及立法院審查結果辦理。即若各年度所需經費未獲立法院審議通過或部分刪除，得終止契約；若經費遭刪減，則以預算經法定程序審查通過之金額為準，該金額由本院調整後另行通知。如機關預算遭凍結不能如期動支，將延後辦理無息支付。

陸、計畫書製作及申請期限：

一、計畫內容：

(一) 整體計畫及分項計畫之名稱、目的、文獻評述、計畫進行方式、步驟、執行進度。

(二) 計畫總主持人、共同主持人、及研究團隊之個人資料、學經歷、專長、以及參與本計畫之特殊考慮，工作任務等。

- (三) 專家諮詢顧問之組成及運作模式（需取得專家諮詢顧問簽名之同意書，附件5）
- (四) 對所蒐集資料保存管理、進行深度分析及成果發表之規劃。
- (五) 預期成果與應用、國際交流之構想等。
- (六) 申請單位配合提供之空間、電腦(工作站級)及相關設備、可運用之資源...等之說明及單位之承諾書。

二、執行單位之支援。

三、人力及經費：本計畫分五期進行，請預估並述明所需之研究人力及相關經費（分期列明：第1期2024年1月1日至2024年12月31日，第2期2025年1月1日至2025年12月31日，第3期2026年1月1日至2026年12月31日，第4期2027年1月1日至2027年12月31日，第5期2028年1月1日至2028年12月31日）。

四、製作格式：請依本院計畫書格式繕打，並檢附1式5份。另請檢附1份電子檔（光碟型式儲存）。

五、申請本計畫，請依規定於2023年10月2日17時30分前寄達申請資料（地址：237201 新北市三峽區三樹路2號，國際評比辦公室收），並由機關具文向本院提出申請。

柒、計畫審查與評估

一、本計畫分為初審（專家書面審查）及複審（國際大型教育評比調查諮詢小組會議審查），於複審時協請各計畫申請團隊

進行現場報告，報告時間為 15 分鐘，問答 15 分鐘，採統問統答方式辦理。

## 二、本計畫審查重點：

### (一) 主持人與共同主持人專業能力

(1) 主持人及參與人員具執行國際性/大型調查計畫之經驗及能力 (20%)

(2) 整體團隊在相關領域研究之能力 (20%)

(二) 計畫執行方式與步驟 (含計畫經費合理性，包括總經費及分年經費增刪建議等) (50%)

(三) 所需資源之合理性及執行單位之配合程度 (10%)

## 捌、計畫團隊注意事項：

一、所有團隊成員需遵守並簽署 IEA 所規定之任何保密協定、執行進度、資料釋出規定，以免影響我國在國際組織之權益。

二、計畫執行期間所蒐集之資料及執行成果等智慧財產權屬教育部，未經機關同意不得擅自對外發表。

三、計畫執行期間所蒐集之資料及分析結果，計畫團隊需協助完整保存及管理，並遵循行政協助協議書規範期程，於計畫結束後，整理相關資料並繳回本院。

## 玖、相關附件：



- 一、 附件 1：PIRLS 2026及PIRLS Longitudinal option相關資料
- 二、 附件 2：本院計畫申請書格式
- 三、 附件 3：教育部國民及學前教育署委辦計畫經費申請表
- 四、 附件 4：專家書面審查表(PIRLS 2026)
- 五、 附件 5：國家調查執行團隊專家諮詢顧問同意書(PIRLS 2026)



Amsterdam, 11 October 2022

## Formal Invitation to participate in the IEA PIRLS (Progress in International Reading Literacy Study) 2026

Dear colleagues,

I am pleased to extend a formal invitation to participate in PIRLS 2026; the sixth cycle of the international reading literacy assessment and one of the flagship studies of IEA. Administered every five years since 2001, PIRLS provides internationally comparative data on how well children read by assessing fourth grade students' reading achievement and offers policy relevant information for improving teaching and learning. As a worldwide standard for monitoring reading comprehension achievement, PIRLS is used by the UNESCO Institute for Statistics to measure Sustainable Development Goal 4.1 (SDG 4.1).

This cycle of PIRLS brings with it several advances in the measurement of learning progress. PIRLS 2026 will complete the study's transition to a fully digital assessment. PIRLS 2026 will present texts and items as an engaging and visually attractive experience that motivates students, will include the ePIRLS assessment (a simulated internet environment for assessing online reading), and increase operational efficiency. The rationale behind transitioning to a fully computer-based assessment is to keep pace with an increasing worldwide reliance on digital communication and assessment.

Further, PIRLS 2026 will offer a special opportunity of a PIRLS longitudinal option. The objective is to provide highly valuable information by following a longitudinal design to disentangle cohort and grade effects and to investigate learning gains over one year. For countries that choose to participate in this option, the PIRLS longitudinal study will be administered one year after the PIRLS 2026 administration and to the same students to measure learning progress and advancing educational effectiveness research.

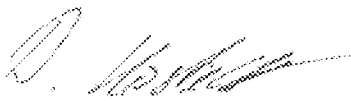
Describing the learning gains and how they relate to contextual variables provides deeper insights into education systems by enriching what is possible to learn from cross-sectional studies. As a result, research can draw more robust inferences about successful practices observed in education systems. More detailed information about this option will follow in due course.

The first PIRLS 2026 National Research Coordinators meeting will take place in the Netherlands in February 2023 and will be hosted by IEA in close collaboration with the TIMSS & PIRLS International Study Center at Boston College. It is strongly encouraged for all interested countries to send a representative to this meeting, even if participation in PIRLS 2026 is not yet fully confirmed. More detailed information about the meeting will be provided in December 2022.

For additional information, please find attached to this letter the PIRLS 2026 information package containing the study brochure, an overview of estimated national costs, information sheets outlining National Study Center tasks and job descriptions, as well as a provisional timeline for PIRLS 2026. The costs of participating in PIRLS 2026 are 430,000 ICU (IEA's International Currency Unit) and an explanation of the participation fees is also contained in the information package. More information can also be found on our website: [iea.nl/studies/iea/pirls/2026](https://iea.nl/studies/iea/pirls/2026).

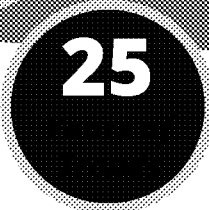
If you have any questions about participating in PIRLS 2026 or if you would like to receive the draft participation agreement, please do not hesitate to contact Dr. Andrea Netten, Director of IEA Amsterdam ([a.netten@iea.nl](mailto:a.netten@iea.nl)).

Yours sincerely,



Dr. Dirk Hastedt  
IEA Executive Director



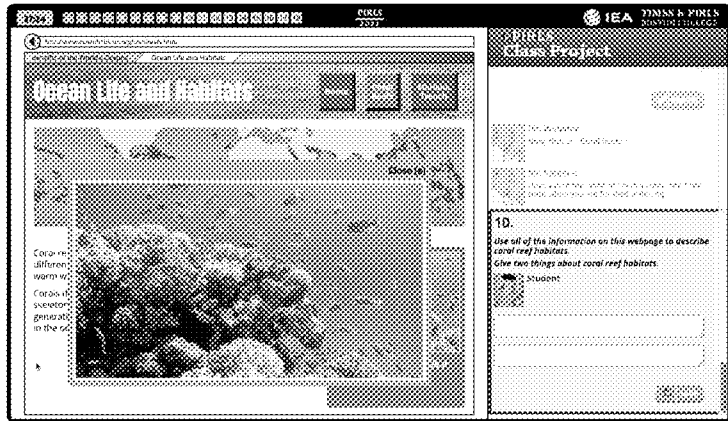


# PIRLS 2026–Engaging students with interactive Literary and Informational tasks

Since 2001, IEA's PIRLS has enabled countries worldwide to make evidence-based decisions to improve education in reading achievement. PIRLS is conducted every five years at the fourth grade, and PIRLS 2026 will mark 25 years of trend data.

In this ePIRLS task from PIRLS 2021 about the worlds' oceans and its habitats, students are shown a simulated internet website about coral reefs.

The animated map shows where coral reefs are found, the text describes the characteristics of coral reefs, and a video provides an underwater view of fish swimming by the coral reef.



## PIRLS 2026 Key Features

- ④ *Completes the transition to fully digital assessment*

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- ④ *Uses an innovative interface where students can scroll through colorful texts and click on and answer questions*

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- ④ *Integrates the ePIRLS tasks based on simulated websites*

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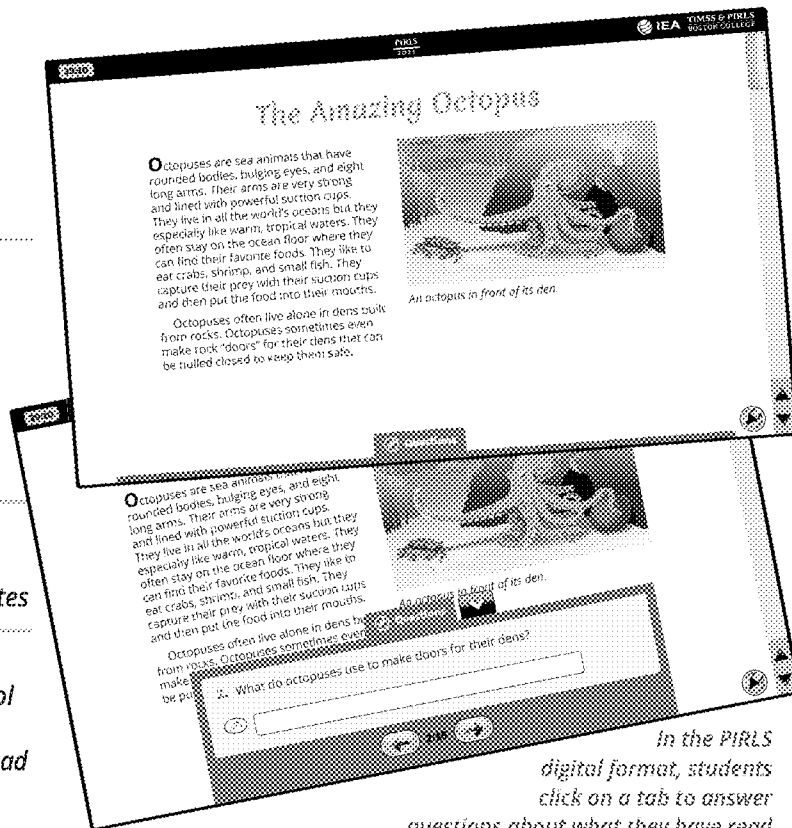
- ④ *Relates data about the home and school contexts in which students learn to read to their reading achievement*

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- ④ *The digital assessment facilitates deep insights from process data*

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- ④ *Extends research in automated scoring of images and short constructed responses*



*In the PIRLS digital format, students click on a tab to answer questions about what they have read*

### Benefits of Fully Digital Assessment

To facilitate important advances in assessing reading comprehension at the fourth grade, all countries in PIRLS 2026 will participate digitally. Countries requiring a paper option can consider IEA's LaNA which uses less difficult paper-based versions of PIRLS and TIMSS to assess literacy and numeracy and provides a broad estimate of achievement on the PIRLS and TIMSS scales.

### Improving Student Motivation

The TIMSS & PIRLS International Study Center at Boston College will work in close collaboration with IEA in developing the IEA StudyExpert. This digital assessment system will make it possible for students to participate in a unified reading assessment

[timssandpirls.bc.edu](http://timssandpirls.bc.edu)

based on a wide variety of visually attractive, colorful, and interactive reading materials that reflect younger students' many reading experiences in- and out-of-school. Greater student engagement should stimulate participation and motivate higher achievement.

### More Efficient Data Collection

The digital assessment system will facilitate the translation process and bring greater uniformity and quality control to data collection methods and procedures. Innovative item types can enable more machine scoring as part of the data collection process.



### Automated Scoring

Continuing research to score more image items and short constructed answers automatically.

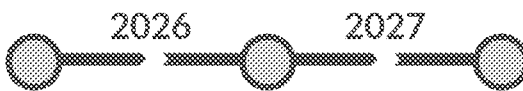
### Collecting Valuable Process Data

The digital environment provides the opportunity to collect process data about how students proceed through the assessment. Through monitoring students' navigation between the texts, including videos, pop-ups, and graphical displays, and the questions being asked, as well as their use of the PIRLS highlighting tool, PIRLS 2026 will be able to examine the response strategies and processes used by successful readers.



### Longitudinal Option

It is possible to re-assess the same students one year after the PIRLS 2026 assessment to investigate students' learning gains over one year of schooling. This enables examining the degree of increases across instructional goals and the differences in gains across subgroups of students.



And so it was with the boy Jun. He was already considered the best gardener in the village. His neighbors loved to share the melons, cabbage, and snow peas from his garden. Jun carefully carried the Emperor's seed home, sealing it securely in his hands so it wouldn't fall, but not so tightly that it might be crushed.

At home, he spread the bottom of a flowerpot with large stones, covered the stones with pebbles, then filled the pot with rich moist soil. He pressed the seed about an inch below the surface and covered it with light soil. Over the next few days Jun, along with every child he knew, watered his pot every day and watched for the first leaf to burst through the surface.

Chen was the first child in Jun's village to announce that his seed was sprouting. This was met with whoops of congratulations. He bragged that he would surely be the next emperor and practiced his royal skills by bossing around the younger children. Ming was the next child whose tiny plant had emerged from his pot, then it was Wong. Jun was puzzled—none of the other children had plants as well as him!

4. Find the part of the story next to this picture of a leaf. What shows that Jun was the best gardener in the village?

*PIRLS sometimes helps students scroll through the texts by using icons to identify the location of relevant information*

## Countries Receive High Quality Internationally Comparative Data About How Well Fourth Grade Students Can Read

The *PIRLS 2026 International Database* will document the full set of PIRLS 2026 data, providing numerous opportunities for research into teaching and learning reading.

Data highlights for each country include:

- Average reading achievement and scale score distributions
- Percentages of students reaching the PIRLS International Benchmarks with descriptions of students' reading skills at each level
- Reading achievement by Literary and Informational purposes as well as by comprehension processes
- Reading achievement results for subgroups of students (e.g., by gender)
- Trends in reading achievement compared to previous PIRLS assessments
- A rich array of home, school, classroom, and attitudinal contexts for learning to read in relation to reading achievement
- Insights into how successful readers navigate through the assessment instruments

### PIRLS 2026 Benchmarking Option

PIRLS 2026 also has a benchmarking component whereby entities within a country, such as regions (e.g., states or provinces), additional grades (e.g. third or fifth grade), or additional language groups can participate in the same way as countries.

### PIRLS 2026 Schedule Highlights

2023-2024—Integrated development of reading assessment instruments and software

2025—Field test

2026—Data collection

2027—Analysis and reporting

For country enrollment, contact:  
IEA Amsterdam Director  
Andrea Netten  
a.netten@iea.nl



PIRLS is a project of IEA. With offices in Amsterdam and Hamburg, IEA pioneered international comparative studies. IEA has been conducting international assessments of educational achievement since 1959.



BOSTON  
COLLEGE

PIRLS is directed by the TIMSS & PIRLS International Study Center at Boston College. PIRLS, together with TIMSS, which assesses mathematics and science, comprise IEA's core cycle of studies designed to provide countries with regular information about achievement in three fundamental subjects—reading, mathematics, and science.

[timssandpirls.bc.edu](http://timssandpirls.bc.edu)

## PIRLS 2026 Draft Schedule Highlights

Please note: Dates listed below are tentative and subject to change

<b>2023</b>	
15-16 Feb	1 <sup>st</sup> NRC meeting – Review/update frameworks and context questionnaires, and discuss sampling plans (Amsterdam, the Netherlands)
13-16 Nov	2 <sup>nd</sup> NRC meeting – Select texts and write items for the field test, and discuss feedback on questionnaire framework (location TBD)
<b>2024</b>	
Jul	3 <sup>rd</sup> NRC meeting – Review and finalize all field test materials and presentation of survey operations (location TBD)
Sep	Release of PIRLS field test instruments in online translation system to countries
Oct	Field test translation, adaptation and layout verification begins
Oct/Nov	Data management seminar for the field test (Hamburg, Germany)
<b>2025</b>	
Feb-Mar	National field test players produced, tested, and released to countries
Mar-Apr	Conduct field test
Apr	4 <sup>th</sup> NRC meeting – Conduct scoring training for the field test (online)
Apr	Field test scoring system made available to countries
Apr-May	NRCs submit all field test data to IEA Hamburg
Jul	Release of trend materials in the online translation system to countries
Aug	5 <sup>th</sup> NRC meeting – Review and finalize instruments for the data collection and presentation of survey operations (location TBD)
Oct	Release of PIRLS data collection instruments in online translation system to countries
Oct	Data collection translation, adaptation and layout verification begins
Oct	Data management seminar for the data collection (Hamburg, Germany)
<b>2026</b>	
Jan-Apr	National data collection players produced, tested, and released to countries
Mar-Jun	Data collection (Northern Hemisphere)
Mar	6 <sup>th</sup> NRC meeting – Conduct scoring training for the data collection (online)
Mar	Data collection scoring system made available to countries
Jun-Sep	All data from Northern Hemisphere countries submitted to IEA Hamburg
Oct-Dec	Data collection (Southern Hemisphere)
Dec-Feb	All data from Southern Hemisphere countries submitted to IEA Hamburg



<b>2027</b>	
Mar-Apr	7 <sup>th</sup> NRC meeting – Review background data, discuss plans for scaling, and country consultations with IEA and RTI (location TBD)
Jul	8 <sup>th</sup> NRC meeting – Review draft PIRLS 2026 International Report (location TBD)
Dec	Release of the PIRLS 2026 International Report and Methods and Procedures
<b>2028</b>	
Feb	Distribute PIRLS 2026 International Database and User Guide
Feb	9 <sup>th</sup> NRC meeting – Conduct training on analyzing the PIRLS 2026 International Database (location TBD)



## Participation Fees for PIRLS 2026

October 2022

PIRLS, the Progress in International Reading Literacy Study, is one of the core studies of IEA. Directed by the TIMSS and PIRLS International Study Center at Boston College and conducted every five years since 2001, PIRLS is recognized as the global standard for assessing trends in reading achievement at the fourth grade.

### **Basic Fee:**

The fee per country participating in PIRLS 2026 is 430,000 ICUs (IEA's International Currency Unit) being US\$ 215,000 and €215,000.

### **Payment Distribution:**

Due to the high inflation in 2022, which is expected to continue in 2023, IEA decreased the fee distribution in the first year of the cycle to accommodate participating countries.



Year	Amount
2023	15%
2024	25%
2025	20%
2026	20%
2027	20%

Countries paying the full five-year fee in the first year (2023) are granted a discount of 5%.

### **Benchmarking Fees:**

A benchmark participant in terms of applicable fees is a sub-entity of a country that already participates in the study or the second sub-entity of a non-participating country. The sub-entity must be clearly defined and unambiguously described. In the case of a sub-entity of a country that is not participating and where no other sub-entity is participating, the full participation fees apply. For sub-entities of countries already participating, 20% of the basic fee (as per above) applies. All benchmark participants will be reported in a separate table of the international report.

### **Oversampling Fees:**

For up to 150% of the minimum sample size, no additional fee is applied. For each 20% (schools or students, whichever is greater) above the 150% of the minimum sample size, an additional 10% fee is applied.

### **PIRLS Longitudinal:**

Preparation of the longitudinal option will begin in parallel to the 2026 cycle of the study, PIRLS 2026. For countries interested in opting into the longitudinal option, the international fees for this option would be an additional 100,000 ICUs.

## Framework for Estimating National Costs PIRLS 2026

October 2022

This framework for estimating national costs has been developed to describe the types of tasks, infrastructure and staff needed within countries in order to run the Progress in International Reading Literacy Study (PIRLS) 2026. The total national costs for running PIRLS will depend on individual country circumstances and cost structures.

As the PIRLS 2026 assessment will be fully digital, countries will need to ensure that their devices for administering the assessment are compatible with the PIRLS 2026 Player (IEA *StudyExpert*).

PIRLS 2026 will have a field test in March–April 2025 with the main data collection planned for March–June 2026 (Northern Hemisphere) and September–December 2026 (Southern Hemisphere).

The major budget requirements needed to implement the PIRLS assessment in each country are described below. For additional information on the required roles and expertise, as well as the necessary tasks to take place in each participating country, please refer to the job description of the National Research Coordinator and tasks of the National Study Center for IEA PIRLS 2026.



### National Study Center

A PIRLS National Study Center (NSC) is established in each participating education system. The PIRLS NSC is organized and led by the National Research Coordinator (NRC) and usually is staffed with one or two full time employees plus some part time staff to assist them at particular times during the project life-cycle (e.g., content and curriculum expert, sampling coordinator, data manager, and office staff).

Additional temporary employees will also be necessary. These short-term tasks and positions include:

- translating and reviewing the assessment instruments and manuals;
- ensuring that each participating student is provided with a PIRLS compatible device (school computers tested for PIRLS compatibility or external computers tested and prepared);
- preparing the assessment instruments (install/copy software, label materials, and—if any—print paper materials, etc.) and providing these to the participating schools;
- school coordinators/test administrators;
- national quality control monitor(s);
- scorers for the constructed-response items;
- data entry and/or scanning personnel for any paper-pencil administered context questionnaires, if applicable;
- encouraging school participation (to ensure participation rate requirements for reporting are met) and clerical assistance.

Please consider that staff who work directly with the International Study Center and IEA require a high level of proficiency in written and spoken English.

### Equipment

PIRLS 2026 assessments instruments (achievement test and context questionnaires) will be developed, translated, and administered via the *IEA StudyExpert* software.

The *IEA StudyExpert* software for preparing national versions of the achievement test and context questionnaires works with Windows 10 or higher and requires an internet connection.



The assessments will be delivered to students via PIRLS Players. The planned delivery methods are online administration and individual PCs/USBs. Each device should have a power supply (to ensure sufficient charging), keyboard, and mouse. The minimum device requirements for the PIRLS 2026 Player will be confirmed at a later stage.

#### For online administration:

Each device needs to be connected to the internet. The PIRLS Player will be cross browser compatible for any OS that can run Microsoft Edge, Mozilla Firefox, or Google Chrome.

#### For individual PC/USB administration:

No network or internet connection is required for the assessment administration, as everything is contained on USB sticks. It is crucial to use quality USB sticks. Specifications regarding the minimum OS and storage capacity will be confirmed at a later stage.

Data upload will require internet connection and can be done from a single computer connected to the internet.

If you plan to administer any of the context questionnaires for schools, teachers, and parents on paper, they will be developed using the latest InDesign layout program available via Adobe Creative Cloud. To administer context questionnaires on paper, participants will need to have an Adobe Creative Cloud account to access the InDesign software.

Systems provided by IEA (*IEA StudyExpert*; within-school sampling software; system for online school, teacher, and home questionnaire administration; online scoring system; data management software) are designed to work on PCs.

The NSC should have Microsoft® Office® 2016 or above and Adobe Acrobat Reader available. Communication with the international centers will be via email and materials will be exchanged by uploading/downloading to/from the IEA's and the TIMSS & PIRLS International Study Center's secure servers, for this, an internet connection is required.

### Traveling

Over the course of the assessment cycle, there will be nine national research coordinator (NRC) meetings to attend. Some of the NRC meetings are planned to be in-person and the others are planned to be virtual. Each in-person meeting will be held in a different participating country and will last for approximately one working week (5 days). Additionally, there will be two data management training seminars held by IEA, in Hamburg, Germany, lasting three to four days. IEA will provide training in the use of IEA software developed especially for the current PIRLS cycle. Some data management training seminars should be attended by the data manager and/or the NRC.

Some domestic traveling within the country also needs to be budgeted for. This includes training school coordinators/test administrators, monitoring schools during the field test and the main data collection (National Quality Assurance Program), and coordinating the work with any outsourced agency or agencies, etc.

### Sampling

Depending on the structure of educational/governmental systems within each country, costs may occur during the sampling frame preparation.

### Assessment Instrument Preparation

For the field test and main data collection, the major undertaking is translating and/or adapting the assessment instruments and manuals into the language(s) of instruction in each country. First, the instruments and manuals will need to be translated/adapted for field testing the newly developed items and then updated for the main data collection.

For the main data collection, trend countries will also need to transfer/review the existing translations of the PIRLS 2021 trend texts and directions into the online translation system for PIRLS 2026. New countries will need to translate/adapt the trend texts.

The translated and/or adapted student assessment and questionnaire will then be transferred from the online translation system into the PIRLS 2026 Player, to be administered to students, first for the field test and then again for the main data collection. The NSC is responsible for testing the PIRLS Player. If the individual PCs/USBs method is planned, a USB stick with the PIRLS 2026 Player needs to be installed for each participating student.

Any context questionnaires administered via paper and paper manuals will need to be printed.

All materials will need to be labeled, packed, and distributed to the participating schools.

The following information are estimates on the scope of translating/adapting the assessment instruments and manuals. The numbers of any context questionnaires and manuals for printing will need to be adjusted based on the actual sample size in the country.

For the field test, NSCs will need to prepare national versions of:

- Eight texts with items (equivalent to approximately 15 pages each)
- Four context questionnaires (equivalent to 20 pages each)
- *School Coordinator Manual* (25 pages)
- *Test Administrator Manual* (25 pages)
- Preparing Computers/Tablets for PIRLS instructions (20 pages)
- *National Quality Control Monitor Manual* (15 pages)

If you will not be administering the context questionnaires online, based on a sample size of 25 schools and 800–1200 students, you will need to print at least:

- 25 copies of the teacher questionnaire
- 25 copies of the school questionnaire
- 800–1200 copies of the home questionnaire plus 3 extra copies per class
- 1 *School Coordinator Manual* and *Test Administrator Manual* per participating school

For the main data collection, NSCs will need to prepare national versions of:

- Eighteen texts with items (equivalent to approximately 15 pages each)
- Four context questionnaires
- *School Coordinator Manual*
- *Test Administrator Manual*
- Preparing Computers/Tablets for PIRLS instructions
- *National Quality Control Monitor Manual*

If you will not be administering the context questionnaires online, with the minimum sample size of 150 schools and 4,500 to 5,000 students, NSCs will need to print:

- At least 150 copies of the teacher questionnaire (unless administered online)
- At least 150 copies of the school questionnaire (unless administered online)
- Between 4,500–5,000 copies of the home questionnaire (unless administered online)
- At least one *School Coordinator Manual* and *Test Administrator Manual* for each participating school.

### Shipping/Mailing Costs

The USB format assessment instruments need to be shipped to the participating schools and back to the NSC. A safe and efficient shipping method should be selected for the materials to remain secure at all times. Additional mailing might be necessary between the NSC and the schools, such as communication on the test administration dates or providing any missing or damaged assessment




instruments. **NOTE:** There are two rounds of shipping the assessment instruments to and from the participating schools—first for the field test and then for the main data collection.


### **Scoring**

Student responses to the constructed-response items will need to be scored in each participating country. In addition to the actual scoring, NSCs will need to budget for training the scorers and supervising the scoring process.

The TIMSS & PIRLS International Study Center will provide international scoring training and scoring guides for the field test and again for the main data collection. Attending the international scoring training is mandatory. Scoring guides may either be used in English or translated.

The following are estimates on the scope of scoring.

 For the field test, based on the minimum sample size of 800 students, each country needs to score about 18,000 student responses. It is estimated that this requires about 22 working days for one person.

 For the data collection, based on the minimum sample size of 4,500 students, each country needs to score about 83,000 student responses. Trend reliability scoring and cross-country reliability scoring adds about 10,000 student responses to score. It is estimated that the whole scoring process requires about 112 working days for one person.

### **Data Entry**

The PIRLS 2026 assessment and context questionnaires data will be directly uploaded, so no manual data entry will be required for this. However, data from any paper context questionnaires must be entered into data files using the IEA's proprietary software. In addition to the actual data entry (punching), the punchers need to be trained.

The following are estimates on the scope of data entry for the context questionnaires administered on paper.

For the field test, with the minimum sample size of 25 schools and 800 students, the data will need to be entered from a minimum of:

- 25 teacher questionnaires (approx. 35 questions each)
- 25 school questionnaires (approx. 25 questions each)
- 800 home questionnaires (approx. 25 questions each)

For the data collection, with the minimum sample size of 150 schools and 4,500 students the data will need to be entered from a minimum of:

- 150 teacher questionnaires (approx. 35 questions each)
- 150 school questionnaires (approx. 25 questions each)
- 4500 home questionnaires (approx. 25 questions each)

### **Scanning**

If a country chooses to scan the paper instruments to capture data instead of the described manual data entry, the budget needs to be adjusted based on the scanning technology and staff available. All data, however, need to be submitted to IEA Hamburg in the required format.

### **Reporting**

Each country needs to plan for producing a national report at the end of the assessment cycle. This includes the costs of preparation and publishing the report, a press conference for its release and/or any other form of the PIRLS results dissemination.

## Job description of the National Research Coordinator and tasks of the National Study Center for IEA PIRLS 2026

The National Research Coordinator (NRC) plays a major role in IEA's PIRLS projects and is a country's main contact person for all aspects of the study. The NRC's main responsibility is the implementation of the study in the country, including the coordination of all tasks (see tasks listed below). The NRC is required to have an excellent command of English (IEA's working language).

More specifically, the NRC is responsible for:

- organizing the National Study Center (NSC) to perform the required PIRLS tasks;
- employing and/or supervising staff, including assigning/distributing required roles (listed below);
- ensuring availability of required hardware and software and other necessary equipment and materials;
- communicating with the TIMSS & PIRLS International Study Center, IEA Amsterdam, IEA Hamburg, and RTI International;
- participating in the international NRC meetings (conducted in English);
- contributing to the PIRLS 2026 Encyclopedia by providing a country chapter;
- contributing to the PIRLS 2026 International Report by participating in the review process and making sure the country's data are accurate; and
- preparing and disseminating a national report for PIRLS in synchronization with the release of the PIRLS 2026 International Report.

In addition to the NRC, further staff is required in each country to successfully conduct the study.

### Required Roles and Expertise

- **Content and Curriculum Experts**  
The content and curriculum experts are responsible for reviewing the updated PIRLS 2026 reading assessment framework from the national perspective, as well as participating in assessment development, reviewing items/scoring guides, and training for reliable scoring of constructed response items. It is desirable that the *Context Questionnaire Framework* and the questionnaires be reviewed by individuals familiar with educational policies and practices in the country.
- **Sampling Coordinator**  
The sampling coordinator works with the PIRLS sampling experts to adapt the international sampling design to national conditions. They are responsible for conveying specific national analysis priorities (e.g., analysis of particular population subgroups) that may affect the sampling design to the IEA/RTI sampling experts.
- **Data Manager**  
The data manager manages all data related issues, organizing and implementing within-school sampling procedures, overseeing data entry/data submission, and verifying the quality of all data products. They also are responsible for or assist with preparing the software to be distributed for the electronically administered assessments.
- **Office Staff**

Further officer staff may be needed for general office administration, which may include tasks such as contacting schools, making travel arrangements, etc.

The above mentioned roles can be performed by one or several individuals depending on the resources available to the national center.

Additionally, each NSC will need to coordinate the following roles:

- **Translators/Translation Reviewers**  
Translators and translation reviewers are responsible for adapting and/or translating the assessment instruments (achievement test and context questionnaires) into the national language(s) and for reviewing the translations internally. The NSC may also involve the translators and translation reviewers in the finalization of instruments following international translation verification. Translation, documentation, and both internal and external verifications are conducted using the IEA *StudyExpert*.
- **School Coordinators**  
Each school participating in PIRLS nominates a school coordinator who provides information about classes, teachers, and students in the school and organizes and supervises the assessment administration. School coordinators organize checking and preparing devices to be used, launching the software on the compatible devices, and uploading the data to the study server, unless external computers/tablets are used or the process is otherwise organized by the NSC. The TIMSS & PIRLS International Study Center provides an international version of the *School Coordinator Manual*, which the NRC translates and/or adapts to create a national version for use in the participating schools. It is the NRC's responsibility to train school coordinators to effectively perform their tasks.
- **Test Administrators**  
Participating schools are also required to have individuals that administer the assessment in the selected classes. In some situations, the school coordinator may also perform this task. The TIMSS & PIRLS International Study Center provides an international version of the *Test Administrator Manual*, which can be adapted and /or translated for use in the participating schools. Test administrator assistants can also be appointed to support during the test administration.
- **IT Support**  
A help desk should be setup or IT support personnel made available to provided assistance to school coordinators and test administrators if experiencing any issues while preparing for and during the test administration.
- **National Quality Control Monitor**  
The national quality control monitor observes and reports on actual testing sessions in 10% of selected schools. IEA Amsterdam provides international versions of the *National Quality Control Manual* and the *Classroom Observation Record*, which can be adapted and /or translated for implementing the national quality assurance program.
- **Scorers**  
The scorers apply PIRLS scoring guides to determine whether student answers to the constructed-response items are correct. An online scoring system will be used for scoring PIRLS, as well as for the trend and cross-country reliability scoring.
- **Data Entry and/or Scanning Staff**  
If any paper-based context questionnaires are used, it will be necessary to have individuals that enter the data into data files and/or scan the instruments and compile the data into data files.



## National Study Tasks

There are **two** rounds of instrument development, achievement test and context questionnaire administration, and analysis activities for the PIRLS assessment. First, instruments are developed and field-tested using the planned procedures for the data collection. After the field test is conducted, responses are scored, and the results analyzed, the final instruments are selected for the data collection. After the data collection is conducted, the responses are again scored, the data is analyzed and reviewed, and the results are reported.

### **Stage 1: Preparing school sample (school sample usually is selected at the same time for the field test and for the data collection), contacting schools, and sampling classes for the field test and then for the data collection**

- Specifying the school sampling design with the help of study sampling experts
- Providing the school sampling frame including all sampling-related information
- Contacting the sampled schools to obtain cooperation
- Identifying and training school coordinators for each sampled school
- Requesting information about classes and their teachers from the sampled schools
- Sampling one or more classes per school (using IEA's proprietary software)
- Listing the students and their teachers in the sampled classes
- Printing tracking forms and/or labels
- Assigning instruments to students, teachers, and school principals

### **Stage 2: Preparing the field test instruments and then the data collection instruments**

- Contributing to assessment item writing (e.g., during NRC meetings) and to reviewing assessment items and context questionnaires
- Translating, reviewing, and producing national instruments, including applying national adaptations and documenting them
- Submitting the translated national instruments (achievement items and context questionnaires) to IEA Amsterdam for international translation verification
- Submitting the national instruments to the TIMSS & PIRLS International Study Center for adaptations verification and national instrument localization
- Testing and finalizing/approving the assessment player(s) and online system version of context questionnaires
- Printing any paper-based national context questionnaires

### **Stage 3: Administering the field test and then the data collection**

at the National Study Center:

- Preparing and sending field test materials and later data collection materials to the participating schools
- Nominating an international quality control monitor for the data collection, if required by IEA
- Carrying out the *National Quality Assurance Program* for the field test and then again for the data collection
- Responding to the *Survey Activities Questionnaire* after the data collection
- Responding to the *Curriculum Questionnaire*

At the participating schools:

- Preparing devices for the field test and then again for the data collection. This includes testing the compatibility of the devices to be used and launching the assessment administration software on the compatible devices. This step is either done at the schools, at the NSC, or at an external outsourced company. The TIMSS & PIRLS International Study Center provides an international version of the “Preparing Computers” instructions, which are then translated and/or adapted in order to create a national version of the instructions
- Administering the field test and then the data collection
- Calculating student response rates and holding make-up sessions
- Uploading the assessment data and returning the field test/data collection materials to the NSC



**Stage 4: Scoring student responses to the constructed-response items (for the field test and then again for the data collection)**

- Managing the online scoring system
- Training scorers
- Scoring the constructed-response items, including documenting the cross-country scoring reliability and the trend scoring reliability (trend countries only)
- NOTE: The cross-country reliability scoring is conducted in English. All scorers who can score student responses written in English should participate. It is advised that at least one scorer in each country has sufficient English language proficiency for this task



**Stage 5: Creating the data files and reviewing the data (for the field test and data collection)**

- Entering test administration information (using IEA's proprietary software)
- Entering the data from any paper context questionnaires (using IEA's proprietary software), if needed
- Tracking data submission from respondents using digital system(s)
- Verifying the data
- Submitting the required field test materials and then the data collection materials to the TIMSS & PIRLS International Study Center, IEA Hamburg, and RTI International
- Reviewing the country's field test data provided in the item and questionnaire almanacs for accuracy, reviewing the data collection data provided in the item and questionnaire almanacs for accuracy
- Reviewing the PIRLS 2026 International Report

**Stage 6: Preparing national reports**

- Conducting national analysis of the data
- Writing the national report
- Disseminating the national report (in synchronization with the release of the PIRLS 2026 International Report)

## 國家教育研究院計畫申請書

壹、基本資料：

研究計畫編號：

本計畫主持人姓名			職稱
本計畫 名稱	中文		
	英文		
全 程 執 行 期 限		自民國 113 年 1 月 1 日起至民國 117 年 12 月 31 日止	
計 畫 連 絡 人		姓名：_____ 電話：(公)_____ (宅/手機)_____ E-Mail：_____	
對教育(政策) 的預期貢獻			
中文摘要			
中文關鍵詞			
英文摘要			
英文關鍵詞			


(※中英文摘要、對教育(政策)的預期貢獻為必填欄位)

申請人簽章：\_\_\_\_\_


日期：\_\_\_\_\_

## 貳、計畫人力

請依照「計畫主持人」、「共同主持人」、「專任助理」等類別之順序分別填寫。



姓名	本計畫職級	服務單位與職稱	在本研究計畫內擔任之 具體工作性質、項目及範圍	備註



### 參、執行經費

年度		總計經費 (單位：新臺幣元)	備註
第 1 年 2024 (113/1/01~113/12/31)	人事費		
	業務費		
	設備費		
第 2 年 2025 (114/1/01~114/12/31)	人事費		
	業務費		
	設備費		
第 3 年 2026 (115/1/01~115/12/31)	人事費		
	業務費		
	設備費		
第 4 年 2027 (116/1/01~116/12/31)	人事費		
	業務費		
	設備費		
第 5 年 2028 (117/1/01~117/12/31)	人事費		
	業務費		
	設備費		
總計			

\* 詳細明細填列於國教署委辦計畫經費申請表



## 肆、計畫內容及重點說明

(一)計畫之背景及目的。請詳述本計畫之背景、目的、重要性及國內外有關本計畫之研究情況、重要參考文獻之評述等。

(二)計畫執行方法、進行步驟及執行進度，請分年列述：

1. 本計畫採用之研究方法與原因。
2. 預計可能遭遇之困難及解決途徑。
3. 重要儀器之配合使用情形。
4. 如為須赴國外或大陸地區，請詳述其必要性以及預期成果等。

(三)對所蒐集資料保存管理方式、深度分析及成果發表之規劃

(四)預期完成之工作項目及成果，請分年列述：

1. 預期完成之工作項目。
2. 對於學術研究、國家發展及其他應用方面預期之貢獻。
3. 對於參與之工作人員，預期可獲之訓練。

(五)執行單位之支援事項。

## 教育部國民及學前教育署委辦計畫項目經費表

計畫名稱：XXXX				
辦理方式： <input type="checkbox"/> 行政委託 <input type="checkbox"/> 行政指示 <input type="checkbox"/> 行政協助				
計畫期程：    年    月    日至    年    月    日				
計畫經費總額：            元				
經費項目	計畫經費明細			
	單價(元)	數量	總價(元)	說明
規 劃 費				
	小計			
業 務 費	雜支			
	小計			
行 政 管 理 費				
設 備 及 投 資				
	小計			
合 計				
備註：			餘款繳回方式：	
一、 行政管理費按業務費之金額級距，分段乘算下列比率後加總： (一)業務費300萬元(含)以下者，得按業務費*10%以內編列。 (二)業務費超過300萬元以上部分，得按超過部分*5%以內編列。 二、 行政管理費上限為60萬元，但因特殊需要經本署同意者，不在此限。 三、 經費執行涉及須依「政府機關政策文宣規劃執行注意事項」及預算法第62條之1及其執行原則等相關規定辦理者，應明確標示其為「廣告」，且揭示教育部國民及學前教育署名稱，並不得以置入性行銷方式進行。 四、 經費動支應依中央政府各項經費支用規定及本要點經費編列基準表規定辦理。 五、 上述中央政府經費支用規定，得逕於「行政院主計總處網站-友善經費報支專區-內審規定」查詢參考。 六、 本經費表新增或勻支二級用途別經費項目，得由執行單位循內部行政程序自行辦理。 七、 依政府採購法辦理者，其預算經費表得參照本表辦理。			<input type="checkbox"/> 繳回 <input type="checkbox"/> 不繳回 <input type="checkbox"/> 依教育部補(捐)助及委辦經費核撥結報作業要點辦理，未執行項目經費(含人事費未依學歷職級或期程聘用人员致剩餘款)應繳回。 <input type="checkbox"/> 執行率未達____%，計畫餘款應繳回。 <input type="checkbox"/> 如編列 <u>出席費、訪視費、諮詢費、輔導費、講座鐘點費、審查費、國內旅費、工作費</u> 等經費項目不得支用其他項目，且該項目餘款應繳回。	

## 國家教育研究院國際評比審查表

主持人：	服務機關：
計畫名稱：	
一、 審查項目及評分：	% 分數
1. 主持人與共同主持人專業能力	
(1) 主持人之研究能力、執行國際性研究計畫之經驗、 國內學界領導性	20 _____
(2) 整體團隊在相關領域研究之能力 請列出不適擔任共同主持人之人員：  _____	20 _____
2. 計畫執行方式及步驟可行性 (含計畫經費合理性， 包括總經費及分年經費增刪建議等)	50 _____
3. 所需資源之合理性及執行單位之配合度	10 _____
二、 審查結果：	
<input type="checkbox"/> ) 通過，逕行會議複審(85-100) <input type="checkbox"/> ) 修正後通過，進入會議複審(71-84) <input type="checkbox"/> ) 不通過 (70 分以下)	<div style="border: 1px solid black; width: 80px; height: 60px; margin: auto; display: flex; align-items: center; justify-content: center;">             總分           </div>
三、 審查意見：請針對上述審查項目給予建議	

審查委員：

日期：112 年      月      日



國家調查執行團隊同意書

\_\_\_\_\_ 同意 \_\_\_\_\_ 為申請國家



教育研究院「促進國際閱讀素養研究（The Progress in International Reading

Literacy Study，PIRLS）2026」國家調查執行團隊將本人列為該計畫之

- 主持人
- 共同主持人
- 協同主持人
- 專家諮詢顧問

並於獲得優選始擔任該計畫之職務。

保密義務：簽署人於擔任該調查計畫之開始，於後續調查執行相關之執行、諮詢、調查材料、會議等資料，皆應遵守保密規定，未經本院同意不得散布、複製、傳送、告知或以任何其他方式揭露予非調查計畫相關之人、機關或團體，須盡保密義務及管理之責任。

計畫申請學校/單位：

計畫申請人：

簽署人：

服務單位：

聯絡電話：

聯絡地址：

中華民國 \_\_\_\_\_ 年 \_\_\_\_\_ 月 \_\_\_\_\_ 日

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